

english for political science 2

AUTHORS

Andrada Fătu-Tutoveanu

Loredana Bercuci

Olga Grădinaru

PRESA UNIVERSITARĂ CLUJEANĂ

ENGLISH FOR POLITICAL SCIENCE 2

Professional English for Political Science, International Relations, History and Related Subjects

A Textbook

AUTHORS:

Andrada Fătu-Tutoveanu
(Project Editor)

Loredana Bercuci

Olga Grădinaru

Referenţi ştiinţifici:
Conf. univ. dr. Diana Cotrău
Lect. univ. dr. Bianca Bretan

Design: Alexandra Manuil (INITIAL CONCEPT)
Alesandra Nicoară (DESIGN OF CURRENT VOLUME)

ISBN 978-606-37-2123-6

Universitatea Babeş-Bolyai
Presa Universitară Clujeană
Director: Codruţa Săcelean
Str. Hasdeu nr. 51
400371 Cluj-Napoca, România
Tel./fax: (+40)-264-597.401
E-mail: editura@ubbcluj.ro
http://www.editura.ubbcluj.ro/

ENGLISH FOR POLITICAL SCIENCE 2

Professional English for Political Science, International Relations, History and Related Subjects

A Textbook

AUTHORS:

Andrada Fătu-Tutoveanu
(Project Editor)

Loredana Bercuci

Olga Grădinaru

Presa Universitară Clujeană
2024

AUTHORS' EXPERTISE

Andrada Fătu-Tutoveanu is a Lecturer at the "Babeș-Bolyai" University, Cluj-Napoca, Romania with expertise in English for Specific Purposes. Experience as an ESP Lecturer in Spain (2017-2019). She specialises in teaching English for Political Science, Conflict Studies and Public Administration. She holds a PhD (2009) in Philology and has conducted a three-year postdoctoral research (2010-2013). Author of four monographs, book chapters and articles, a project manager and participant in many research projects. A STAR-UBB Advanced Fellowship winner in 2020. Editor and co-author, together with Loredana Bercuci and Olga Gradinaru of English for Political Science 1: Professional English for political science, International Relations, History and Related Subjects: A Textbook. Cluj-Napoca: Presa Universitară Clujeană, 2021.

Loredana Bercuci is an Assistant Professor at the Department of Modern Languages of the West University of Timișoara, where she teaches English for Specific Purposes, Applied Linguistics and American cultural history. She holds a B.A. in English, an M.A. and Ph. D. in American Studies from the West University of Timișoara. Her research interests include English for Specific Purposes teaching, corpus linguistics, American Studies, and critical theory.

Olga Grădinaru is a Lecturer at the Faculty of Economics and Business Administration, Department of Modern Languages and Business Communication at Babeș-Bolyai University, Cluj-Napoca, Romania. She teaches English for Specific Purposes at Babeș-Bolyai University. She holds a PhD in Philology and has recently completed her postdoctoral research. She published numerous studies in academic journals and chapters in books over the years. She also translated two books and numerous academic studies.

TABLE OF CONTENTS

INTRODUCTION

The present textbook focuses on creating an interesting and up-to-date instruction tool for students and scholars in the field of Political Science, International Relations, History, Conflict Studies, and related disciplines, enabling them to learn and employ critically and professionally the vocabulary related to topics of great interest for the current society worldwide: conspiracy theories, renegotiation of borders, border and ethnic conflicts, soft and hard power (discussing the significance of diplomacy and warfare in today's society), migrations, the legacy of imperialism and colonialism, post-communism and post-colonialism, as well as political legitimacy, women's activism, and others.

Thus, the primary goal of this textbook is to offer students and scholars in the field of Political Science, International Relations, History, Conflict Studies, and related disciplines an opportunity to enhance their understanding of professional English and effectively discuss current issues within their areas of expertise. Nonetheless, due to the textbook's interdisciplinary design and diverse range of activities, we intend to provide users with a captivating resource for various subjects in both undergraduate and graduate curricula, as well as English for Specific Purposes classes and field-related courses.

Users of the textbook are offered with pertinent professional vocabulary and interesting activities in which to employ it in interactive classroom applications. Consequently, by using this resource they can become acquainted with professional terminology, concepts, and topics within a stimulating context. The textbook has been meticulously designed to be highly interactive, incorporating communication activities, vocabulary related exercises, readings (featuring authentic excerpts from cutting-edge research in the field but also texts written specifically with the purpose of ESP instruction), debates, group activities and projects, and diverse exercises centred on significant contemporary political phenomena.

The authors' intention was for the textbook to place particular emphasis on vocabulary while also incorporating visual aids and multimedia references, thereby embracing the inherent interdisciplinary nature of the respective fields. We anticipate that this resource will prove to be an engaging tool for all users, fostering their English communication skills and cultivating their interest in the subject matter.

The textbook is a second endeavour of the kind of this team of authors. This new book, which brings totally new and independent units and exercises, can be used separately in class for one semester or module but it can also be employed together with the previous volume, published in 2021 (English for Political Science 1. Professional English for Political Science, International Relations, History and Related Subjects, ISBN 978-606-37-1296-8) and dealing with topics such as national identity, media and politics, enemy making and propaganda, political myths and symbols, dictatorship etc. as an assembly of instruction tools able to cover both the fall and the spring semester.

Acknowledgment: Unless otherwise stated in the references section, the texts were written or adapted by the authors of the units for this textbook. We would like to thank all collaborating authors mentioned as reference for agreeing to use the fragments for this academic purpose. The authors of the textbook worked on individual units as specified and deserve credit for the units they designed, for the content of which they are responsible.

The Authors

UNIT 1



SOFT POWER, HARD POWER

Andrada Fătu-Tutoveanu

Description: Soft power refers to a concept in international relations coined by political scientist Joseph Nye. It refers to the ability to influence others through non-coercive means such as culture, values, diplomacy, and ideology. Soft power is often contrasted with hard power, which involves the use of military force or economic coercion.

Activities: warm up, listening comprehension, reading comprehension, vocabulary practice, communication practice

Keywords

soft power
hard power
geopolitical influence
diplomacy
economic supremacy
economic coercion
military
smart power



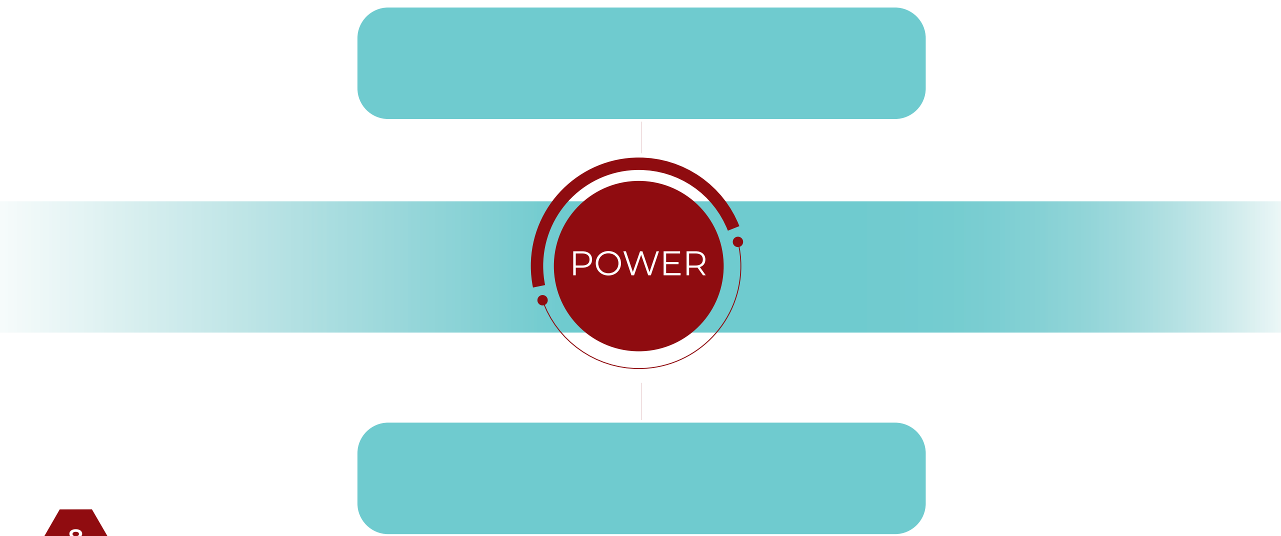
WARM UP

SPEAKING

- How would you define power?
- What kinds of power can you mention?
- Which are the most efficient?
- Is diplomacy as efficient as military power? How about economic power?

COLLOCATIONS

Following the previous exercise, form collocations with the word POWER, e.g. military power.



LISTENING EXERCISE

Watch the video with Joseph Nye's arguments and decide whether the following statements are true or false.

https://www.youtube.com/watch?v=q75uTqz5XS4&ab_channel=USCAnnenberg

1. The ability to explain things and affect people's beliefs is crucial.
2. Public diplomacy has lost its importance in our age.
3. American soft power has been very strong during the Vietnam War
4. Soft power is the ability to attract rather than coerce.



Discuss the conclusion of the video.

READING

Soft power is based on attraction and persuasion rather than coercion. It relies on a country's cultural, political, and social assets to promote its interests and values. These assets can include a country's political system, values, institutions, popular culture, education, and foreign policy.

Examples of soft power include a country's ability to promote its language, arts, literature, music, films, fashion, cuisine, sports, and other cultural expressions. It can also involve the dissemination of a country's values, ideas, and political principles through diplomatic channels, public diplomacy, educational exchanges, and international aid.

Soft power can be a valuable tool for building relationships, fostering understanding, and influencing international public opinion. It can help a country enhance its reputation, increase its diplomatic influence, and achieve its foreign policy objectives. However, it is important to note that soft power alone may not be sufficient to achieve strategic goals, and it is often complemented by hard power elements. The resulting approach is associated with a third concept, that of smart power.

READING COMPREHENSION

Match the words according to the text.

1. International	a. channels
2. Diplomatic	b. policy
3. Strategic	c. aid
4. Foreign	d. exchanges
5. Educational	e. goals
6. Public	f. principles
7. Political	g. opinion

True or false?

- Soft power is based on coercion rather than on attraction and persuasion.
- Soft power alone may not be sufficient to achieve strategic goals.
- Examples of soft power include fashion, cuisine, sports.
- Hard power and soft power are separate and never complement each other.
- Hard power relies on a country's cultural, political, and social assets to promote its interests and values.

PRACTICE

Fill in the blanks with the appropriate words related to soft and hard power:

- The United States uses its __________ to promote its democratic values and cultural influence around the world.
- Economic sanctions and military interventions are examples of __________.
- Cultural exchanges, educational programs, and diplomatic outreach are tools of __________.
- China's growing economic might has increased its __________ in international affairs.
- A country's ability to shape global opinion and attract others through its cultural exports is an example of __________.

Match the definitions on the left with the appropriate terms on the right:

1. The use of military force or economic coercion to influence others.	a. Soft power
2. A country's ability to shape global affairs through non-coercive means such as culture and diplomacy.	b. Influence
3. The dissemination of a country's values and political principles through diplomatic channels.	c. Public diplomacy
4. The promotion of a country's language, arts, literature, and other cultural expressions.	d. Cultural diplomacy
5. The ability of a country to enhance its reputation and increase its influence.	e. Hard power

VOCABULARY PRACTICE

Find the appropriate form for the verbs, nouns, adjectives or adverbs if applicable.

NOUN 1	VERB	ADJECTIVE	ADVERB
influence			
	coerce		
		attractive	
	internationalise		
			strategically
persuasion			
	cooperate		
alliance			
		dominating	

SYNONYMS AND ANTONYMS

For each word given, provide a synonym and an antonym related to soft and hard power from the following list: soft power, hard power, persuasion, negotiation, influence, confrontation, force, cultural impact, armed forces, cultural isolation, diplomatic solution

Soft Power

Synonym: ______________________________

Antonym: ______________________________

Diplomacy

Synonym: ______________________________

Antonym: ______________________________

Coercion

Synonym: ______________________________

Antonym: ______________________________

Cultural Influence

Synonym: ______________________________

Antonym: ______________________________

Military Force

Synonym: ______________________________

Antonym: ______________________________







Complete the sentences with the appropriate terms between soft and hard power.

- The United Kingdom's __________ is evident in its global influence through the English language and British cultural exports.
- Economic sanctions are an example of __________ used by countries to achieve their political objectives.
- Diplomatic efforts and cultural exchanges are forms of __________ deployed by nations to build relationships and understanding.
- A country's __________ can be enhanced through successful public diplomacy initiatives and positive international perception.
- The use of military force and economic leverage are examples of __________ to assert dominance and control.

Match each term related to soft and hard power in the box with its corresponding definition:



Economic coercion

Propaganda Public opinion

Cultural Diplomacy

Geopolitical Influence

- **Definition 1:** The use of cultural assets to build relationships, foster understanding, and promote a country's values and interests.
- **Definition 2:** Information, often biased or misleading, used to shape public opinion and promote a particular political agenda.
- **Definition 3:** The ability of a country to exert power and control over other countries or regions through geopolitical means such as military presence, economic leverage, and political alliances.
- **Definition 4:** The use of economic measures, such as trade restrictions or sanctions, to pressure or force another country to comply with certain demands.
- **Definition 5:** The collective beliefs, attitudes, and preferences of the general public on a particular issue or topic.

FOLLOW UP

Complete each sentence with the appropriate vocabulary related to soft and hard power and discuss the sentences with examples.

- The country's __________ was strengthened through its investment in cultural exchange programs and foreign language education.
- The use of economic sanctions and trade restrictions is an example of __________ employed by countries to achieve their political goals.
- The nation's __________ was evident in its ability to shape international opinion through its influential film industry and popular music.
- Diplomats engaged in __________ to foster understanding and cooperation between nations.
- The government employed __________ to assert its dominance and control over the region.

FOLLOW UP PROJECT

Write an opinion essay answering the question below. (300 words)

- *How do you imagine the evolution of soft and hard power in the following decades?*



UNIT 2



RELIGION AND POLITICS

ANDRADA FĂTU-TUTOVEANU

Description: Religion and politics are two intertwined aspects of human society that have influenced each other during history. Both religion and politics deal with fundamental questions about how society should be organised, how power should be distributed, and what values and principles should guide human behaviour.

Activities: warm up, vocabulary practice, reading comprehension, speaking, debate

WARM UP

Discussion:

- How are religion and politics connected in contemporary society?
- Has religion influenced politics during history? Is it still influential? If so, on what aspects of society?

Keywords

secularization
civil religion
theocracy
atheism
sacred
ritual

VOCABULARY PRACTICE

Match the following concepts with their definition: dogma, deity, atheism, prophesy, sacred, monotheism, deity, polytheism, theism, ritual, pilgrimage, scripture, worship

- The belief in a single god _______________
- The belief in multiple gods _______________
- The absence or rejection of belief in the existence of gods _______________
- The belief in the existence of a god or gods _______________
- A god or goddess _______________
- The act of showing reverence or devotion to a deity or religious figure _______________
- Regarded with reverence and respect, often associated with religious significance. _______________
- A formalized religious practice or ceremony. _______________
- Sacred writings or texts of a particular religious tradition. _______________
- A sacred journey or religious trip to a holy place. _______________
- A set of principles or beliefs accepted as authoritative and unchangeable within a religious tradition _______________
- A prediction or message believed to come from a divine source _______________

READING

1. Religion and politics are two intertwined aspects of human society that have influenced each other during history. Both religion and politics deal with fundamental questions about how society should be organised, how power should be distributed, and what values and principles should guide human behaviour.

2. The concept of separation of church and state aims to maintain a distinction between religious institutions and government authorities. It varies across different countries, but the principle generally seeks to prevent the dominance of one religion and protect religious freedom for all citizens.

3. Separation of church and state does not mean that religion has no role in politics. It means that the government should not establish or favor any particular religion, and individuals are free to practice their faith without interference. Secularization is a concept and as a process which raised significant debates and cannot be ignored when discussing religion and state today.

4. It's important to note that the relationship between religion and politics can be complex and can vary significantly across different countries and cultures. The degree of influence, interaction, and separation between the two can vary widely, resulting in diverse political and religious landscapes around the world.



READING COMPREHENSION

A. Title each paragraph, e.g. The separation between religion and state.

B. True or false?



- Politics and religion never interfere, nor influence each other.
- Both religion and politics deal with fundamental questions about how society should be organised and what values and principles should guide human behaviour.
- Separation of church and state means that religion has no role in politics.
- Secularization is a concept that cannot be ignored when discussing religion and state relations nowadays.
- The degree of influence, interaction, and separation between the two cannot very but has remained stable over time.

VOCABULARY PRACTICE

Match the following concepts with their definition: theocracy, policy, civil rights, secularism, legislation, constitution.

1. ___________is a political system in which religious leaders hold power and govern based on religious principles.
2. ___________is the principle of separating religion from government and public affairs.
3. ___________is the process of making or enacting laws by a governing body.
4. ___________is a set of fundamental principles or established precedents by which a country or organization is governed.
5. ___________is a course of action or set of principles adopted by a government or political party.
6. _________are the rights and freedoms of individuals in society, often protected by law.

READING

“Bhikhu Parekh discusses most effectively the dilemma of modern “liberal societies” regarding the manner in which they relate to religion. The principles of this type of society make it imperative to provide equal treatment to all “religious communities”. However, taking into consideration historical and cultural traditions, a certain religion (or religions) inevitably often prevails within a particular social context. Accordingly, liberal societies find “it structurally difficult to treat all religions equally”, which leads to ‘an acute moral dilemma’.

Modern societies have come out with different solutions to this key issue, while social science researchers have designed several theoretical models to define state-church relations, so different from a country to another.



Prominent among those interested in theorizing on Post-Communist Eastern Europe is Gerhard Robbers. His typology distinguishes three state-church models in Europe, depending on the legal system within which each develops: (1) The “State Church” model, in which a religion is “predominant”, (model in which there are “close links” between the state power and religion), (2) The “strict separation of State and Church” model, and, finally, (3) an in-between model in which “the basic separation of State and Church” exists, but both State and Church collaborate in certain areas such as social assistance or education.” (Pintilescu and Fătu-Tutoveanu, 2011: 104).

READING COMPREHENSION

1. How many models are included in the mentioned typology?
2. What kind of dilemma encounter liberal societies in relation to religion?
3. Have modern societies come out with a solution to this dilemma?

Liberal	church
State	societies
Eastern	communities
religious	Europe
legal	issue
key	system

VOCABULARY PRACTICE

COLLOCATIONS

Find as many collocations as possible with RELIGIOUS, e.g. religious freedom.



VOCABULARY

Read the following collocations. How many did you previously identify? Now match the collocations with the definitions: religious fundamentalism, religious freedom, religious ethics, religious extremism, religious conversion, religious tolerance, religious rites, religious pluralism, religious authorities, religious affiliation.

- The right to practice one's religion without interference or persecution.
- Acceptance and respect for different religious beliefs and practices.
- Formal ceremonies or rituals associated with a particular religion.
- Leaders or figures with recognized religious expertise and influence.
- Moral principles and values derived from religious teachings.
- Membership or identification with a specific religious group or denomination.
- The act of adopting a new religious belief or changing one's religious affiliation.
- The coexistence of multiple religious traditions within a society.
- The advocacy or support for extreme interpretations or actions based on religious beliefs.
- Strict adherence to traditional religious doctrines and principles.



Find the nound/verb/adjective if applicable:

NOUN	VERB	ADJECTIVE	ADVERB
secularization			
	believe		
		theocratic	
	worship		
prophesy			
	convert		
saviour			
			spiritually

SYNONYMS



Find synonyms for the following words: faith, sacred, pilgrimage, deity, temple.

Match the religious and political terms in Column A with their corresponding definitions in Column B.

Column A	Column B
1. Theocracy	a. The belief in a single god.
2. Democracy	b. A system of government in which power is vested in the people and exercised through elected representatives.
3. Secularism	c. The practice of conducting negotiations and maintaining relationships between nations.
4. Diplomacy	d. A political system in which religious leaders hold power and govern based on religious principles.
5. Monotheism	e. The principle of separating religion from government and public affairs.

True or False. Determine whether the following statements are true or false.

a. Theocracy is a form of government where religious leaders have political authority.

b. Pluralism is the belief in one god.

c. Diplomacy refers to the act of resolving conflicts through peaceful negotiations.

d. Secularism advocates for the integration of religion and government.

e. Democracy is a political system based on the rule of a single individual.

REVISION

Choose the correct definition for each religious term.

1. Fundamentalism:

a. A political ideology that favors extreme measures to achieve specific goals.

b. The belief in the literal interpretation of religious texts and strict adherence to traditional values.

c. A form of government in which power is concentrated in the hands of a few individuals.

2. Atheism:

a. The belief in the existence of multiple gods.

b. The absence or rejection of belief in the existence of gods.

c. A system of government characterized by the absence of a ruling authority.

3. Pilgrimage:

a. A sacred journey or religious trip to a holy place.

b. A religious leader who performs ceremonies and rituals.

c. The belief in one God.

4. Nirvana:

a. The Hindu festival of lights.

b. The state of ultimate enlightenment and liberation in Buddhism.

c. The Jewish day of atonement and fasting.

5. Prophet:

a. A person who communicates divine messages or teachings.

b. A sacred scripture or text.

c. The act of seeking forgiveness for sins.

FOLLOW UP: CHECK YOUR KNOWLEDGE

True of false? Determine whether the following statements are true or false.

a. Buddhism worships multiple gods.
b. The Dalai Lama is the spiritual leader of Hinduism.
c. The Holy Trinity is a central concept in Christianity.
d. The Torah is the sacred text of Judaism.
e. Ramadan is a month of fasting observed by Muslims.



FOLLOW UP PROJECT

Match the following topics on the influence religion and politics exert on each other, thus each principle with their explanation and discuss their significance.

1. Voter Behaviour	a. Some countries have an official state religion, where the government endorses a specific faith. This can impact religious minorities and the overall religious landscape.
2. State Religion	b. Religions often provide moral and ethical guidelines that shape individuals' values and beliefs. These principles can influence political decisions and policies.

3. Moral and Ethical	c. Religious beliefs can shape individuals' political opinions and voting patterns. People may support candidates or policies aligned with their religious values.
4. Social Issues	d. Religious organizations and leaders may engage in political activism to promote their values and influence policy decisions. They might lobby for or against certain legislation or mobilize their followers during elections.
5. Political Activism	e. Governments can shape religious practice through legislation and policies. They may regulate religious institutions, grant or restrict religious freedoms, and influence religious education.
6. Laws	f. Religion can play a significant role in shaping debates on social issues such as abortion, same-sex marriage, euthanasia, and religious freedom. Religious groups may advocate for specific policies based on their moral and theological perspectives.



UNIT 3



BORDER, BORDERING AND BORDER CONFLICTS

Olga Grădinaru

Description: ancient, medieval and modern borders; border features; enclaves and exclaves; border conflicts

Activities: warm up; listening comprehension; reading comprehension; vocabulary practice; communication practice; project – cause and effect essay

WARM UP

- What do you consider is the preoccupation of border studies?
- What was usually considered a border between territories, principalities, empires and states?
- What do you think are the oldest borders in Europe?

Keywords

Borderland
Border conflicts
Border studies
Territorial delimitations
Modern borders

COMMUNICATION PRACTICE

In smaller groups, search for information about the following topics, then present to the entire group:

1. What are the oldest borders in Europe?
2. What are the countries with the most borders?
3. What is the top 5 longest borders in the world?
4. Which are the countries with no land borders?
5. What were the landlocked and doubly landlocked countries in 1990? What changed after 1990?

***** Landlocked – surrounded by land entirely, with no access to the sea or ocean (of a country or region)**

Watch the video below and answer the questions

https://www.youtube.com/watch?v=k46r_pKW4LQ



1. The town Baarle-Nassau is the border between

a. The Netherlands and France
b. Belgium and France
c. Belgium and The Netherlands

2. Roman borders

a. were unclear
b. followed natural barriers
c. were mainly unmarked

3. The Northern borders stretched

a. 2100 miles
b. 2100 km
c. 1200 miles

4. Hadrian's Wall marked

a. the Roman Empire's borders
b. the border between England and Scotland
c. a clear difference between the Roman Empire and the rest



5. The most difficult borders to patrol were

a. the Northern ones
b. the Southern ones, in Africa
c. the Eastern ones

6. The Anglo-Scottish border was established in

a. 125 A.D.
b. 1237
c. 1327

What is the difference between today's borders and frontiers 1000 years ago?

VOCABULARY PRACTICE

COLLOCATIONS

BORDER - Make sentences with collocations containing the word "border".

Crossing	Region	Control	Guard	Dispute	Town
Clash	War	Raid	Incident		

READING ACTIVITY

A. Borders are, therefore, not as stable as one might think when looking at the discourse of national identity and the rituals related to the perpetuation of traditions and celebration of common ancestry and historical events and celebrations. The idea of stability and belonging, together with that of a common heroic past are contradicted in most of the cases by the examination of maps in their constant change, even within a limited time frame such as the last century, following a major redesign of maps in 1918. (Fătu-Tutoveanu, 2019: 112)

B. The Cossack territorial narrative was already formed within the Russian Empire and linked to the Don Host Province since 1870; thus, when the Civil War(s) broke in all its variety and complexity and, given the Don Territory's European location, situated among other Ukrainian and Russian territories, there were no competing visions or narratives. Moreover, the often shifting frontline on the Don left no virtual time for a coherent policy based on a comprehensible discourse for the Don government. The territorial identity vision of the self-proclaimed Don Republic (Donskaya Respublika, 1918-1919), known then as the Almighty Don Host (Vsevelikoe Voisko Donskoe, 1919-1920), was shaped as a reaction to the established Don Soviet Republic of 1917. (Grădinaru, 2020: 42)

TRUE OR FALSE?

A

1. Borders are solid and immovable.
2. When analyzing maps we understand the instability of borders.
3. The last century contributed to a lot of border changes and shifting.
4. A major map revision took place in 1920.

B

1. The narrative of the Cossack territory dates back to the Russian Empire period.
2. The Don Territory was situated at the Russian Eastern border.
3. The Don Territory frontline was stable throughout the Civil War(s).
4. The Don Republic was also called Almighty Don Host.



PAIR WORK

Match the words according to how they appear in the text A-B.

Write sentences with these collocations.

a. perpetuation	1. past
b. territorial	2. frontline
c. heroic	3. of traditions
d. constant	4. redesign
e. historical	5. events
f. shifting	6. visions
g. competing	7. narrative

WORD STUDY

WORD: BORDER

Definition: a line that separates two states, administrative divisions, or other regions.

In my own words:



Suffix: bordering borderer bordered	Compound nouns: borderland borderlines	Part of speech: noun

Complete each sentence with the correct form of the word in capital letters.

1. MAP

The Ministry of Education has issued a new document … out its policies on education.

2. DELIMIT

China and Burma had a dispute on the northern border …

3. BORDER

Slovenia is ... by Austria to the north and Hungary to the far northeast.

4. TERRITORY

The media keeps informing on the ... gains and losses on the Ukrainian border.

5. FRONTIER

This Spanish ... town has been disputed between France and Spain for centuries.

6. STABLE

The COVID-19 crisis contributed to a financial ... .

Watch the video

https://www.youtube.com/watch?v=KEiZFk2K5MU



TRUE OR FALSE?

1. An enclave is enclosed within a foreign territory.
2. Lesotho is completely surrounded by South America.
3. San Marino is an exclave.
4. San Marino has remained independent because of the surrounding mountains.
5. Vatican City is the smallest country.
6. An exclave is situated in another country.
7. Alaska is one of the biggest semi-enclaves.
8. Kaliningrad is a semi-exclave of Russia.
9. Mark Twain wrote about the Kentucky and Tennessee feud in a geography study.
10. Llívia is both an exclave and an enclave of Spain.



VOCABULARY PRACTICE

Match the words with their explanations:

a. Enclave	**1. a part of a country geographically separated from the main part by the territory of one or more states**
b. Exclave	**2. a part of a country surrounded by foreign countries and coastline**
c. Semi-exclave	**3. a portion of territory within a larger foreign territory with distinct cultural, social or ethnical characteristics**

In pairs, establish which of the following countries are enclaves, exclaves or semi-exclaves (use the internet):

- Vatican City
- Llívia
- Gaza Strip
- San Marino
- Nakhchivan
- Dubai
- Lesotho
- French Guiana
- Hawaii
- Cabinda

CASE STUDY



Fill in the blanks with the correct word

The last decades have witnessed an (1) ... interest in the research of territorial delimitations in late medieval and early modern Europe. A significant part of the academic debate has been focused on identifying and defining the process of (2) ... from medieval frontiers, perceived as vague areas of contact, to modern (3) ... borders. The aim of this article is to analyse the organisation of the western confines of the Transylvanian.

Principality during the decades in which this state was (4) … , from the Ottoman conquest of Buda (1541) until the ratification of the Speyer Peace Treaty (1571). Throughout this period, the (5) … delimitation of Transylvania from the Ottoman Empire and Habsburg Hungary was an ongoing process, marked by military confrontations and diplomatic (6) … . (Ardelean, 2021)

1.	A. expanded	B. inflated	C. increased
2.	A. transition	B. switch	C. alteration
3.	A. horizontal	B. linear	C. interrupted
4.	A. carved	B. fabricated	C. formed
5.	A. territorial	B. sectional	C. colonial
6.	A. bargaining	B. arranging	C. negotiations

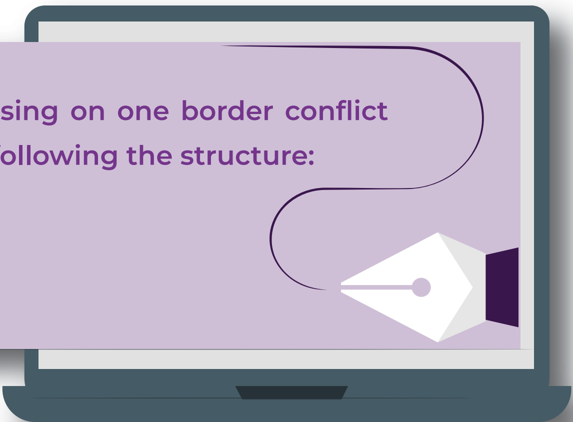
COMMUNICATION PRACTICE

In groups, find cases of border conflicts, specifying the involved parties, a brief timeline and the outcome:

- Alsace–Lorraine
- Western Sahara
- Taiwan
- The Korean Peninsula

FOLLOW UP - PROJECT

Write a cause and effect essay focusing on one border conflict that was not discussed (250 words), following the structure:



Introduction:

a. captatio benevolentiae/ hook statement
b. background information
c. thesis statement

Body paragraphs (causes and effects)

a. thesis
b. argument
c. evidence (several examples)

Conclusion

a. reflecting thesis
b. closing thoughts



UNIT 4



ETHNIC CONFLICTS, MIGRATIONS, MINORITIES

Olga Grădinaru

Description: ethnic conflicts; migration vocabulary; a case study – The Troubles

Activities: warm up, listening comprehension, reading comprehension, vocabulary practice, communication practice, project – film review

WARM UP

1. What ethnic conflicts do you know that led to wars?
2. What are the causes of ethnic conflicts?
3. What are the consequences of ethnic conflicts?

Keywords

Ethnic conflict
Genocide
Crimes against humanity
Migrations
Minorities

LISTENING

Watch the video about the UN warning of a new crisis in Bosnia.

- https://www.youtube.com/watch?v=-nyyKqhC0YM

Choose the right answer for the following questions:

1. What are the casualties of the Bosnian war?
   a. 75.000
   b. 100.000
   c. 200.000

2. How many people were displaced by the war?
   a. Under two million
   b. One million
   c. Over two million

3. How many Muslim men and boys were killed at the Srebrenica massacre?
   a. 1000
   b. 12000
   c. 8000

4. How many of the victims of the Srebrenica killings have been found so far?

a. 60 %
b. 80%
c. 75%

5. How many families are waiting for their relatives to be identified?

a. 1000
b. 900
c. 1500

6. How does General Pandurevic refer to the Srebrenica events?

a. Genocide
b. Ethnic cleansing
c. Massacre

7. In a genocide survivor's view, what are the warning elements that echo the Bosnian war?

a. Dehumanization
b. Genocide denial
c. Celebration of war crimes and criminals



VOCABULARY PRACTICE

Collocations

ETHNIC

Conflict Cleansing Minority Diversity Background Tensions

Mix Heritage Identity Group

Make sentences with collocations containing the word "ethnic".

READING ACTIVITY

A. Especially nowadays, migration and its implications are present everywhere in public and academic discourse. In Europe, the rise in the number of asylum seekers has erupted in inflammatory formulas such as “crisis of migration”. Brexit and the recent terrorist attacks in major European cities have increased the concern and attention paid to international migration in terms of migratory flows and processes of integration (economic, social and cultural). International migration has become one of the hot topics of current public debate. (Șerban, Croitoru, 2018: 10)

B. One may not talk yet about a widely accepted definition of origin country migration policies. However, there is a clear tendency towards the common acceptance of migration policies of origin countries as combining at least two components: emigration and diaspora; but sometimes they also include three: emigration, diaspora and return. (Șerban, Croitoru, 2018: 13)

READING COMPREHENSION

Match the words according to how they appear in the texts A-B.

a. Public	1. seekers
b. Asylum	2. policies
c. Origin	3. debate
d. Migratory	4. country
e. Crisis	5. flows
f. Migration	6. of migration

Fill in the gaps using the phrases in the table above.

1. .... is at the heart of how democracy functions.
2. Europe faces a .... with several conflicts at its borders.
3. Romania is currently one of the most important .... of Europe, with more than 3.4 million Romanians living abroad in 2013.
4. We must propose legal routes for third-country nationals who want to come and work in Europe, so we can control ....
5. All .... in Romania have rights and responsibilities.
6. Governments coordinate their national .... at a regional level.



VOCABULARY PRACTICE

Complete each sentence with the correct form of the word MIGRATE.

MIGRATE

1. According to some studies, the Mexico-US route is the largest .... corridor in the world.
2. In 2019, the United States, Germany, and Saudi Arabia had the largest number of .... of any country.
3. .... means leaving one place to move to another.
4. Return .... refers to people moving back to where they came from.
5. The process of moving to a new country or region to live there is called ....



PAIR WORK

Match the words with their definitions:

1. Displacement
2. Massacre
3. Asylum
4. Refugee
5. Ethnic cleansing

a. someone forced to leave their country for war, persecution or natural disaster reasons

b. the systematic elimination of a specific ethnic group

c. the action of moving something/someone from their place

d. the protection offered by a state for someone who left their home country as a political refugee

e. a deliberate and brutal killing of many people

Find the noun/verb/adjective if applicable.

NOUN 1	NOUN 2	VERB	ADJECTIVE	ADVERB
			migratory	
	refugee			
displacement				
				ethnically
conflict				

COMMUNICATION PRACTICE

In groups search for information about the following ethnic conflicts:

- Indo-Pakistani War of 1947–1948
- The Nigerian Civil War (Biafran War)
- Israel-Hamas War
- The American Indian Wars
- The Russo-Ukrainian War

Then briefly present the following aspects:

- Period of the conflict
- Involved parties
- Casualties
- Key figures
- Causes
- Consequences



CASE STUDY

Watch the video about The Troubles.

https://www.youtube.com/watch?v=b_2tOfHiVyg

Fill in the blanks with the correct word

The Northern Ireland Conflict, also known as The Troubles, lasted for around thirty years from the late 1960s to 1998. This ethnic-nationalist **(1) ...** is also described as an “irregular war” or “low-level war”. The conflict was both political-nationalistic and ethnic but despite the involved sides being called Protestant and Catholic it had no religious **(2) ...** . The conflict started during a campaign by the Northern Ireland Civil Rights Association to end **(3) ...** against the Catholic-nationalist minority by the Protestant-unionist government and local authorities. As a result, the government attempted to **(4) ...** the protests. Growing tensions led to the August 1969 riots and the British troops' deployment, which is known as the British Army's longest **(5) ...** . Numerous riots, mass protests, and acts of **(6) ...** disobedience characterized The Troubles, leading to increased segregation and “peace walls” building.



1)	**A. massacre**	**B. conflict**	**C. tension**
2)	**A. proportion**	**B. aspect**	**C. dimension**
3)	**A. discrimination**	**B. distinction**	**C. intolerance**
4)	**A. defeat**	**B. conceal**	**C. suppress**
5)	**A. operation**	**B. working**	**C. performance**
6)	**A. social**	**B. political**	**C. civil**

TRUE OR FALSE

1. The Troubles lasted around forty years.
2. The Northern Ireland Conflict is also referred to as a “low-level war”.
3. It was a deeply religious conflict.
4. The protests were crushed immediately.
5. The Troubles involved social unrest, protests, and riots.

FOLLOW UP (PROJECT)

Write a review of a film inspired by ethnic conflicts (200 words).



Follow the steps:

1. Use a good opener.
2. Write a summary of the film.
3. Share your opinion.
4. Evaluate the film based on the plot, perspective on events, actors’ play etc.
5. Conclusion.



UNIT 5



POLITICS OF MEMORY

Olga Grădinaru

DESCRIPTION: politics of memory; individual and collective memory; statues, political history and shaping memory; ways of dealing with communist monuments

ACTIVITIES: warm up; listening comprehension; reading comprehension; vocabulary practice; communication practice; project – argumentative essay

WARM UP

- What do you think is the meaning of the phrase "politics of memory"?
- What is the difference between individual and collective memory?
- What are memory studies concerned about?
- How is the collective memory shaped? What are the elements that contribute to shaping the collective memory?

Watch the video below and discuss in small groups
How COVID-19 will be remembered?

https://www.youtube.com/watch?v=isw0cB2mLSE

The politics of memory is the organization of collective memory by political agents. It includes the political means by which historical events are remembered, stored or discarded. Eventually, the politics of memory may decide and regulate the way history is written and transmitted.

Memory studies is a new academic field (end of the 20th century) studying the use of memory as an instrument for remembering the past.

Keywords

Memory studies
Collective memory
Commemoration
Memorial sites
Communist monuments

VOCABULARY PRACTICE

COLLOCATIONS

Make sentences with collocations containing the word "memory".

MEMORY				
	Collective	Individual	Historical	Politics
	Studies	Shaping	Dynamics	Instrumentalization

READING ACTIVITY

A. Both factual and symbolic history suppose a micro-history of statues. Throughout the official discourses, the statues become pedagogical examples, legitimations of political and identity projects, and "places of memory". Due to that "illustrated" pedagogy, history becomes fiction, mythology and thus, tradition. The statue is transformed into the centre of some political rituals (through celebration, commemoration, reaffirmation of group solidarity, configuration/legitimation and conservation of identity images due to the suggestive force), the substitute for personality. (Grancea, Grădinaru, 2015: 974)

B. It is relevant to mention the case of a so-called Leninopad ("Leninfall") in Ukraine in Euromaidan 2014 – a massive movement to destroy and remove Lenin's monuments. The event was largely discussed by the international press, pointing out the protester's desire to tear away from Ukraine's Soviet history and move toward the West. The Russian press expressed different perspectives on these events, emphasizing the ideas of the Slavic peoples' unity and that Leninopad or "de-Leninization" had nothing to do with the historical truth, according to which Lenin was the one to begin the "process of Ukrainization" and he is the "founding father of modern Ukraine, giving away the territory of Novorossiya". (Grancea, Grădinaru, 2015: 975)

READING COMPREHENSION



1. Why are monuments called “places of memory”?
2. Why were Lenin’s statues removed in Ukraine in 2014?
3. What were the divergent perspectives on this event reflected in the Western and Russian press? Why?
4. Why other Soviet/Russian monuments have been destroyed and removed in Ukraine and other post-Soviet countries in the past few years?



PAIR WORK

Find the noun/verb/adjective/adverb if applicable

NOUN 1	NOUN 2	VERB	ADJECTIVE	ADVERB
identity				
		memorize		
			ritualic	
				commemoratively
	remover			

Match the words according to how they appear in the texts A-B.

a. massive	1. rituals
b. symbolic	2. perspectives
c. political	3. truth
d. different	4. father
e. historical	5. movement
f. founding	6. history

Match the words with their synonyms, then find their antonyms

1. destroy	a. recollection
2. massive	b. union
3. memory	c. ceremony
4. celebration	d. demolish
5. solidarity	e. enormous

In groups of 4-5, write one sentence using the words above, contributing one at a time. The first person starts the sentence, the next one adds some more and so on to have a long sentence that makes sense. Then read it to the class and establish which is the best result.

COMMUNICATION PRACTICE

Work in pairs. Read about the ways of dealing with Soviet monuments nowadays and match them with the images.

Soviet monuments in the post-Soviet world:

1. adjusting
2. adding or removing elements
3. relocating



Fig. 1. Kyiv, Ukraine, Motherland (1981)

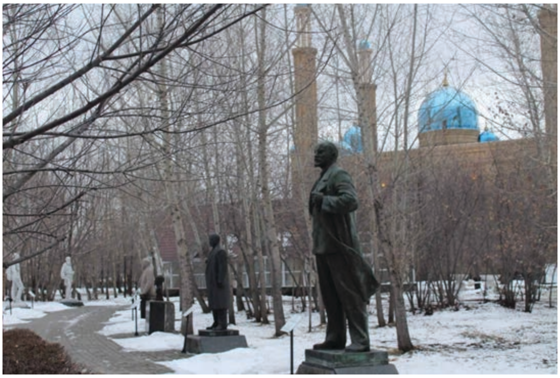


Fig. 2. Alley of Soviet Monuments, Ust-Kamenogorsk, Kazakhstan



Fig. 3. Odessa, Ukraine, Lenin turned to Darth Vader (2015)



Fig. 4. Modernized Soviet Army Monument in Sofia, Bulgaria -17.06.2011

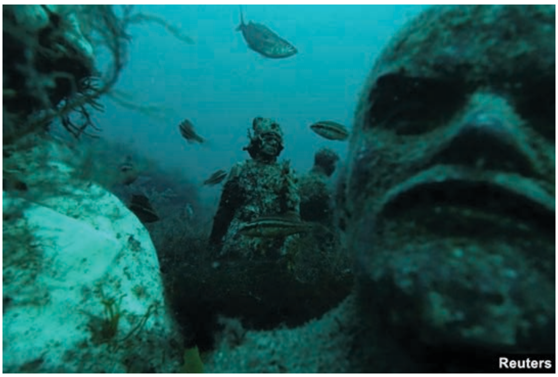


Fig. 5. Underwater museum, Olenivka, Crimea



Fig. 6. Soviet Army Monument in Sofia, Bulgaria during the 2014 Euromaidan revolution

CASE STUDY

Fill in the blanks with the correct word

The most interesting manner of **(1) ...** the Soviet war heroism represented by a monument to the Soviet Army was the Bulgarian case in Sofia when the morning of 18 June 2011 **(2) ...** a makeover of the monument (built in 1954). The Red Army soldiers were painted to represent popular American **(3) ...** such as Superman, Captain America, The Joker, Ronald McDonald and even Santa Claus. The flag of the soldiers was painted to **(4) ...** the USA flag, while a **(5) ...** declaration was written below the monument: "Moving with the Times/In Step with the Times", a phrase that may only suggest that American pop culture icons **(6) ...** more relevant for the Bulgarian space or that one "imperialist" **(7) ...** was replaced by another. However, both the Bulgarian Minister of Culture and the Russian Minister of Foreign Affairs stated that it was an "act of **(8) ...**" and respectively, a "mockery of Soviet soldiers who died in the name of freeing Bulgaria and Europe from Nazism". (Grancea, Grădinaru, 2015: 976)



1.	A. disputing	B. arguing	C. contesting
2.	A. marked	B. emphasized	C. remarked
3.	A. models	B. portraits	C. icons
4.	A. echo	B. resemble	C. duplicate
5.	A. heroic	B. daring	C. valorous
6.	A. suited	B. developed	C. became
7.	A. influence	B. power	C. mastery
8.	A. sabotage	B. vandalism	C. desecration

COMMUNICATION PRACTICE

DEBATE

Watch the video about Soviet statues in Baltic states

https://www.youtube.com/watch?v=hVUToiuJWPs

Having in mind the quote "Those Who Forget Their History Are Condemned to Repeat It" debate the pros and cons of these actions specific to the entire Communist Block.

Form two groups:

A. those who support the destruction of communist monuments

B. those who support keeping or displacing these monuments (see the Memento Park in Budapest, Soviet Statue Graveyard in Tallinn and Grūtas Park, Fallen Monument Park in Moscow)

FOLLOW UP PROJECT

- **Write an argumentative essay (300 words).**
- **Watch the video about the Museum of Communism in Czechia.**

https://www.youtube.com/watch?v=liaxYVi-UIA

Despite some efforts to build or open a Museum of Communism in Romania, only smaller museums are opened throughout the country: The Memorial to the Victims of Communism and Resistance in Sighetu Marmației, Museum of the Communist Consumer in Timișoara, Tales of Communism Museum in Brașov, Museum of Communism (Romania's steps through socialism and democracy) in Hunedoara and others.

Write an argumentative essay, explaining how a Museum of Communism can contribute to understanding the communist period by the younger generations and foreign tourists. Write some ideas about what the museum should include and relevant ways to display and inform the visitors (hands-on objects, multimedia elements).

UNIT 6



POLITICS AND COLLECTIVE TRAUMA: THE HOLOCAUST, GENOCIDE, DEPORTATIONS

Loredana Bercuci

DESCRIPTION: The Holocaust as a traumatic episode in human history; ideology and discrimination; deportations and genocide;

ACTIVITIES: warm up: listening comprehension and speaking; reading activitites and comprehension; vocabulary practice; communication practice; multimedia; case study; follow-up project

WARM UP

Have a look at the following pictures and discuss the questions with your desk mate:

a. What historical event do they represent?
b. Why do you think people were sent to concentration camps?
c. How do you think they got there?
d. What kind of experiences did they have during the time they were prisoners?
e. What do you think convinced a large number of people to allow such atrocities to happen?



Fig. 1. Jews in Occupied Europe. (Wiener Holocaust Library Collections)



Fig. 2. The “Arbeit machet Frei” gate

Keywords

Holocaust
genocide
deportation
concentration camp
ethnic cleansing
survivor





Fig. 3. April 12, 1945 - Dwight D. Eisenhower walks around a cluster of bodies of prisoners who were left lying where slain at Ohrdruf concentration camp.

LISTENING

Watch the video testimony of Edith P. from the Fortunoff Video Archive for Holocaust Testimonies at Yale University Library. Choose the right answer for the following questions.

https://fortunoff.aviaryplatform.com/collections/24/collection_resources/9792

1. **What reason does Edith P. give for not deciding not to emigrate when hearing about the concentration camps?**
   a. Her family refused to believe they would be targeted because they had been there for generations.
   b. Her family was not aware of what was happening because the media was censored.
   c. Her family was hiding in a neighbor's attic.

2. **How did they travel to the concentration camp?**
   a. They had to walk for two weeks to a brick factory.
   b. They were forced into a train where 90 persons were crammed into a single boxcar.
   c. They were taken there by plane flown by Nazi soldiers.

3. **Edith P. talks about her father's last words after arriving at Auschwitz. What advice did he give his children?**
   a. To try to escape.
   b. To take care of their mother.
   c. To work hard and hold on to their principles.

4. **She says that her experience strengthened her respect for the Jewish people. What reasons does she give?**
   a. Even though they were forced to live in inhumane conditions, they did not behave like animals.
   b. Many of them survived the grueling conditions of the concentration camps.
   c. They were very religious.

5. **What was done to her immediately after arriving at the camp?**
   a. She was shown to her room.
   b. She took a tour of the camp.
   c. Her head was shaved.

6. **How does Edith P. describe her days at Auschwitz?**
   a. They had to work from 3 in the morning till the moon came out.
   b. They spent time in their bunks with nothing to do but talk about the past.
   c. They had to shine the boots of the SS officers.

7. **How does Edith P. describe the Americans that liberated her?**
   a. They were Jewish and she fell in love with one of them.
   b. They were very brave for shooting an SS officer who was much stronger than them.
   c. One of them was white and the other black, and she felt like the African-American understood what they had gone through.

8. **Which skills does she say helped her after she became free?**
   a. Her accounting skills.
   b. Her ability to speak English.
   c. Her cooking skills.

COMMUNICATION-PRACTICE

In groups, discuss the following questions related to the video you have just watched.

a. How do you think the experience of Auschwitz changed Edith P.'s world-view?
b. What do you think the worst part of her experience was?
c. What do you think the punishment should be for those who worked at Auschwitz and other concentration camps?



READING

Texts A, B, and C are further testimonies of Holocaust survivors.

- **What do they have in common with each other and with Edith P.'s testimony?**
- **How are SS officers portrayed in these texts?**

A. "One day in 1941, four men came to our house. They took my family and me to the outskirts of the town, where all the Jews from the town where gathered. We were about 500 Jews. The saddest part was that a lot of the killers were our neighbors. Up to that time, we had a very good life. The first ones that they shot were the Rabbi and his two sons. They continued to shoot only men. People were crying and praying. I turned to my father and asked him why I had to die. My father did not have an answer for me. He said, please don't cry. When they ran out of ammunition, they took us to the courthouse until they could get more bullets." (Erika Eckstut in Bloomfield 2)

B. "During the deportation of the local Jews and the Jews brought in from the neighboring towns, the young man's sister was in line clutching her baby girl to her chest when an SS man approached and tried to take the child from her mother's arms. She resisted and would not give up the baby. The SS man shoved them both into the group of people destined for death. The child's grandmother, thinking that she might be of support to them, stepped forward, and she, too, was pushed into that group to share the destiny of the others." (Manya Friedman in Bloomfield 28)

C. We had barely adjusted to the Soviet occupation when Hitler broke his agreement with Stalin and invaded eastern Poland. My town was overrun almost immediately. With the arrival of the Germans, all our dreams and expectations for a normal life were shattered. In the first days, the Germans burned all our synagogues, Torahs, and prayer books. They took my father, along with other Jewish leaders, never to be heard from again. The rest of us were herded into a ghetto, where everyone over 14 years of age was ordered to slave labor. I still had my mother and sister, and their love compensated for all the horrible conditions." (Charlene Schiff in Bloomfield 65)

PAIR WORK

I. Match the words according to how they appear in the texts A-C.

a. outskirts of the	1. ammunition
b. ran out of	2. occupation
c. deportation of the	3. were shattered
d. Soviet	4. labor
e. dreams and expectations	5. town
f. slave	6. local Jews

II. Fill in the gaps using the phrases in the table above.

a. During the siege, the resistance fighters bravely defended their community until they ...., facing the full force of the enemy's advance.

b. As the war intensified, many families sought refuge on ...., hoping to escape the concentration camps.

c. The survivors of the concentration camps felt that their ...., replaced by the harsh reality of trauma.

d. The .... was a devastating blow to the tight-knit community, tearing families apart.

e. In concentration camps, inmates were subjected to .... as they had to work with no pay.

f. The .... of Romania took place from 1944 to August 1958, a period when the Soviet Union maintained a military presence in the country.

VOCABULARY PRACTICE

Find the noun/verb/adjective if applicable.

NOUN 1	NOUN 2	VERB	ADJECTIVE
deportation	deportee		
		occupy	
survival			
			memorialized
		liberate	

READING

- **What are the ideological underpinnings of Fascism according to the text?**
- **How did the regimes mentioned in the text secure the following of their co-nationals?**

A. "There are several approaches to Fascism and modernity and by extension to the Fascist interaction with temporality. These range from interpreting Fascism as a totalitarian consequence of modernity, as a resistance to modernity's levelling effect, as an enthusiastically modernistic revolutionary ideology [...]. Thus, the appeal which Fascism offered across the political and social spectrum has been explained, as is the case with many totalist movements belonging to modernity, as filling the tension between Zweckrationalität and Wertrationalität, connecting a distinctly utopian telos to a mythical past, in short, a historicist retreat into identity." (Murariu, 2017: 101)

B. "To this one must add the principles which permeated the organizational structure of the movements upon attaining political hegemony, and even more so when embarking upon the creation of the ideocratic regime. The symbol of this newfound unity between the multitudes (the ever present "people") and the new ruling class was to be symbolized by the one-party system and the many "referendums" acclaiming the politics of the ideocratic state through enthusiastic mass participation – whether genuine, coerced, or a combination of the two. Thus, in Fascist Italy and Soviet Russia, the elite was headed by the equivalent of an epistemarch, dtypically as an individual who could derive descent from the founding charismatic leader or from the wider original charismatic core. Lenin made use of his genuine reverence for Marx as a philosopher, ideologue, and as historical figure, in order to legitimize his vision and his ultimate choices in building the Soviet ideocracy, which Stalin soon followed with an unprecedented personality cult. By contrast, Mussolini and Fascism could directly appeal to the mythology of the squadristi and the Sorelian inspired imagery of energetic change, heroic combat and tremendous upheavals." (Murariu, 2017: 104)

I. Match the words according to how they appear in the two texts.

1. revolutionary	a. past
2. political and social	b. spectrum
3. mythical	c. hegemony
4. political	d. regime
5. ideocratic	e. ideology
6. ruling	f. system
7. one-party	g. participation
8. mass	h. class
9. charismatic	i. cult
10. personality	j. leader

II. Choose three phrases from the table above and write a sentence with each phrase.

MULTIMEDIA

• The dark charisma of Adolf Hitler:
https://www.youtube.com/watch?v=9X1m7vNhlmA

• Find other charismatic leaders who ended up taking their followers into war.

WORD STUDY – MEMORY

Definition = the faculty by which the mind stores and remembers information
Prefix – POSTMEMORY, REMEMBER, REMEMBRACE, COMMEMORATE
Suffix - MEMORIAL, MEMORIALIZE, MEMORABILIA, MEMOIR, MEMORADUM
Part of speech – NOUN

Sentences:

Postmemory is the reaction of the second generation of Holocaust survivors to the trauma of the generation which came before them.

The community decided to memorialize the victims of the tragedy by erecting a monument in the town square.

She published her memoir detailing her struggles and triumphs throughout her life's journey.



CASE STUDY

In 1942, Adolf Hitler along with senior government officials of Nazi Germany and the Schutzstaffel (SS) met at the Wannsee Conference. Here, they discussed the Final Solution to the Jewish Problem, a plan to deport all European Jews to Poland to be annihilated in concentration camps. This genocidal plan included mass shootings, forced labor, starvation, and the establishment of camps equipped with gas chambers. The ideological roots of the Final Solution can be traced back to Hitler's theories of racial struggle, which postulated that the Jews would expand and gain power over Germans. Due to the economic depression of the 1930s, the citizens of Germany had become susceptible to Nazi rhetoric, whereby "Jews" were presented as the source of the problems faced by the German people. By the end of the war, approximately six million Jews, along with millions of other individuals belonging to other oppressed groups, had been annihilated in six camps: Chełmno, Belzec, Sobibor, Treblinka, Majdanek, and Auschwitz-Birkenau. The Final Solution stands as one of the darkest chapters in human history, the survivors of which were left traumatized.

I. **Match the words according to how they appear in the text.**

a. genocidal	1. chambers
b. forced	2. rhetoric
c. gas	3. depression
d. economic	4. labor
e. Nazi	5. plan

TRUE OR FALSE?

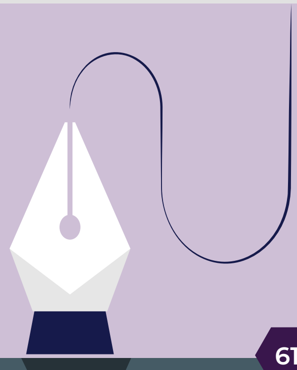
1. The Wannsee Conference took place in 1942.
2. Most Germans were unconvinced by Adolf Hitler's rhetoric.
3. The "Final Solution" was a euphemism used by Nazis for the annihilation of the Jewish people.
4. The Second World War had brought on an economic crisis in Germany in the 1940s.
5. There were six concentration camps in Poland.



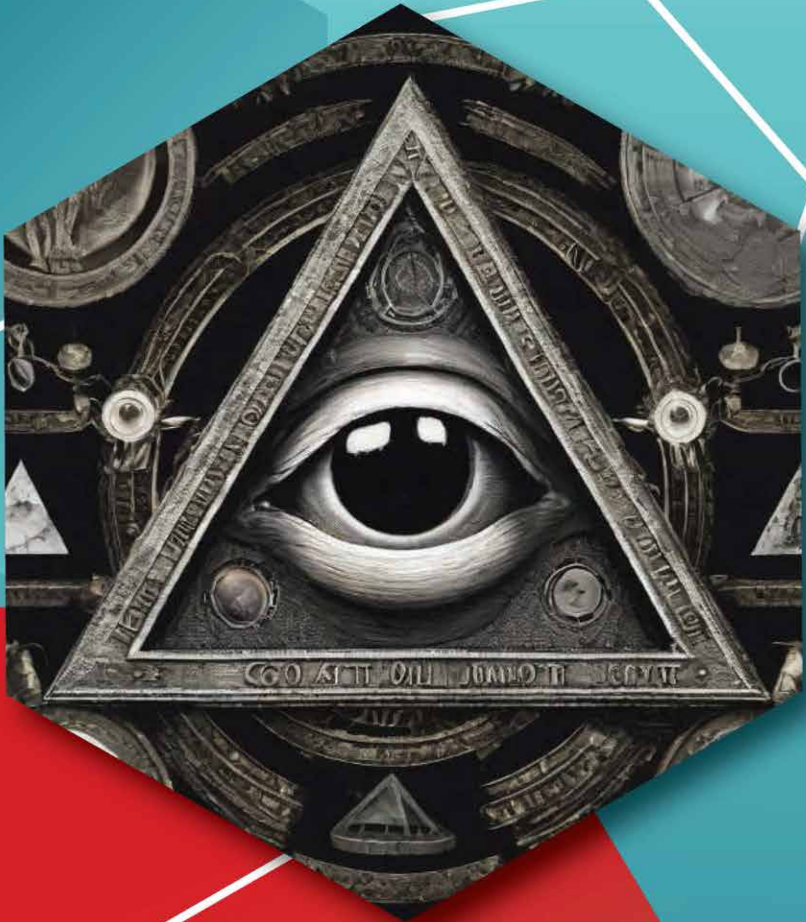
FOLLOW UP - PROJECT

- **Write an opinion essay answering the question below. (300 words)**

What are the ethical responsibilities of individuals, communities, and nations in remembering and commemorating mass atrocities?



UNIT 7



POLITICS AND CONSPIRACY THEORIES

ANDRADA FĂTU-TUTOVEANU

DESCRIPTION: Conspiracy theories as a major issue of contemporary media and society; the importance of media and social media in conspiracy theories; the importance of a critical mindset when approaching conspiracy theories; while some conspiracy theories have turned out to be true, many lack credible evidence and rely on speculation, misinformation, or logical fallacies.

ACTIVITIES: warm up; listening comprehension; reading comprehension; vocabulary practice; word formation; group work

WARM UP. SPEAKING ACTIVITY

Have you heard of conspiracy theories? Can you mention some famous conspiracy theories?

Keywords

conspiracy theories
fear
paranoia
anxiety
debunk
fake
hoax
susceptible

MULTIMEDIA

Watch the video and answer the questions https://www.youtube.com/watch?v=ru4yrQFH1Uc:

LISTENING COMPREHENSION

1. What is a conspiracy theory?
2. What conspiracy theories are mentioned in the video?
3. Can conspiracy theories be true?
4. How can we explain conspiracy theories through pattern theory?



DISCUSSION

Make a list of 5-10 famous conspiracy theories based on the video, your readings or google search and notice what kind of events led to these conspiracy theories. Has any of the theories on your list proven to be true?

DID YOU KNOW?

Well-known conspiracy theories:

- Moon Landing Hoax: Some people believe that the United States faked the moon landing in 1969, suggesting that the footage and photographs were staged. However, overwhelming evidence, including moon rock samples and testimony from astronauts and scientists, supports the fact that humans did land on the moon.

- 9/11 Inside Job: This theory suggests that the U.S. government orchestrated the 9/11 terrorist attacks as a pretext for starting wars in the Middle East. Extensive investigations by multiple organizations and governments have found no credible evidence to support this claim.
- Chemtrails: This theory suggests that the trails left by airplanes in the sky are not contrails (condensation trails) but rather chemicals deliberately sprayed for undisclosed purposes. Scientific evidence overwhelmingly supports the explanation that contrails are simply composed of water vapor and other byproducts of jet engine exhaust.
- Flat Earth: This theory claims that the Earth is flat instead of being a spherical shape. However, scientific measurements, satellite imagery, and centuries of astronomical observations provide ample evidence that the Earth is indeed a sphere.



READING

A. Conspiracy theories are beliefs or explanations on important events, collective traumas, suggesting a secret plot by a covert group or organization. These theories often suggest that the official explanation or mainstream understanding of an event is false or incomplete.

B. It's important to approach conspiracy theories with a critical mindset and evaluate the available evidence. While some conspiracy theories have turned out to be true, many lack credible evidence and rely on speculation, misinformation, or logical fallacies.

C. It's important to critically evaluate conspiracy theories before accepting them as true. Seek out reputable sources of information, consider multiple perspectives, and apply critical thinking skills to separate fact from fiction.

READING COMPREHENSION

Match the words according to the text:

a. critical	1. theories
b. reputable	2. perspectives
c. secret	3. mindset
d. conspiracy	4. sources
e. multiple	5. plot
f. logical	6. fallacies

TRUE OR FALSE?

1. Conspiracy theories refer to major or important events, such as a terrorist attack or assassination, suggesting they are the result of a secret plot.
2. Conspiracy theories can never be true.
3. It is important to accept conspiracy theories as true because they are theories.
4. We need to seek out reputable sources of information, consider multiple perspectives, and apply critical thinking to identify a conspiracy theory as such.

VOCABULARY

1. PAIR WORK.

Try to find the definition of the following words or collocations related to conspiracy theories.

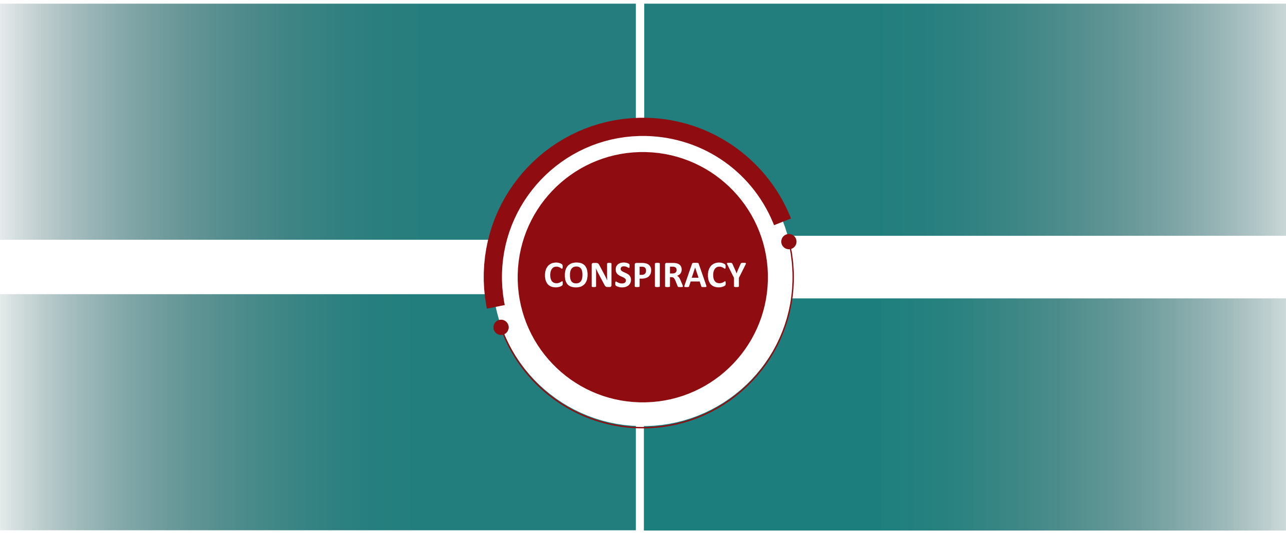
- conspiracy theories
- fear
- paranoia
- anxiety
- debunk
- fake
- hoax
- susceptible
- plot
- manipulate
- vulnerable

2. Group the words or collocations that have similar meaning, e.g. fear, anxiety.



VOCABULARY PRACTICE

Find words related to conspiracy: e.g. conspire



Make sentences about conspiracy theories using the following words:

- coincidence
- plot
- perpetrator
- unsubstantiated
- debunk

Find the noun/verb/adjective if applicable:

NOUN	VERB	ADJECTIVE	ADVERB
conspiracy		conspiratorial	
	debunk		
		true	
			critically
	explain		
		paranoid	
	believe		
plot			
			allegedly

ADDITIONAL READING ACTIVITY

A. Both as a contemporary storyteller and as model in terms of ethics and distribution of good and evil, the media found in traditional mythological narrative structures a great source, for both forms (symbolism, recognisable patterns) and content (the myth's providing of meaning and coherence). The emotional impact of these familiar patterns is expected to be high and surpass the rational factors.

B. In the conspiracy myth, the community (local, national or global) is threatened by a mysterious, conspiring, and usually well-organised group. In terms of emotional impact, this type of imagery involves strong negative feelings, such as fear and hatred or distrust, legitimising the "community paranoia".

C. During the Cold War and especially at the beginning of it, one particular myth structure detached itself and this favoured the conspiracy myth, discussed by Raoul Girardet and others. The attributes of this myth structure involved and reflected and transmitted the feelings of fear, anxiety and even community paranoia against a mysterious (or disguised enemy). A famous conspiracy-oriented period was the "Red Scare" that marked, through McCarthyism and blacklisting, the late 1940s and 1950s in the United States, affecting implicitly and explicitly the media: the film industry and television.

READING COMPREHENSION

1. **GROUP WORK:** Try to translate and summarise each paragraph in a sentence.
2. **PAIR WORK:** Match the words according to how they appear in the texts

contemporary	paranoia
film	myth
myth	storyteller
community	structure
conspiracy	industry
Red	War
Cold	Scare

REVISION. VOCABULARY PRACTICE

GROUP WORK

1. **Complete each sentence with the appropriate conspiracy theory-related terms learned in this unit.**

a. Many conspiracy theorists believe that the __________ is manipulating world events behind the scenes.

b. The spread of __________ can lead to confusion and mistrust among the public.

c. Some conspiracy theories suggest that major world events are actually __________ operations carried out by secret organizations.

d. The concept of a __________ often involves the belief that powerful forces are working towards global domination.

e. Conspiracy theorists often claim that mainstream media is involved in disseminating __________ to control public opinion.

f. The __________ theory posits that the moon landing was staged by the government to deceive the public.

g) The __________ spread rapidly online, gaining traction among those who suspected a hidden agenda.

h) Many conspiracy theories rely on the notion of a __________, a group believed to control world events from the shadows.

i) The government's denial of involvement only fueled __________ among conspiracy theorists.

j) Despite the lack of evidence, some individuals firmly adhere to the __________ that vaccines are part of a population control scheme.

2. Match each conspiracy theory-related term on the left (a-e) with a word or phrase on the right (1-5).

a. Chemtrails	1. Government cover-up
b. False moon landing	2. Conspiracy theory
c. 9/11 Truth	3. Controlled demolition
d. Flat Earth	4. Lunar landing hoax
e. JFK assassination	5. Persistent contrails



FOLLOW UP DISCUSSION

Discuss the following questions related to conspiracy theories:

a. What factors contribute to the emergence and spread of conspiracy theories?

b. How can the spread of conspiracy theories impact society and public discourse?

c. What are some strategies to critically evaluate and debunk conspiracy theories?

d. Are there instances where conspiracy theories have turned out to be true? Provide examples.

e. How can individuals differentiate between legitimate skepticism and unfounded conspiracy theories?

Write an essay on how conspiracy theories emerged and the reasons you think they became influent during the pandemics.



UNIT 8



The Legacy of Imperialism and Colonialism

Loredana Bercuci

Description: Settler colonialism; Independence Movements; Postcolonial theories; The British Raj

Activities: warm up: listening comprehension and speaking; reading activities and comprehension; vocabulary practice; communication practice; multimedia; case study; follow-up project

Keywords:
Imperialism
Colonialism
Otherness
Settler
Empire



WARM UP

"The settler makes history and is conscious of making it. And because he constantly refers to the history of his mother country, he clearly indicates that he himself is the extension of that mother-country. Thus the history which he writes is not the history of the country which he plunders but the history of his own nation in regard to all that she skims off, all that she violates and starves." - Frantz Fanon from *The Wretched of the Earth.*

Read the quote and answer the question:
How do colonisers/conquerors excuse colonizing another country?

COMMUNICATION PRACTICE

Between the 18th and the 20th century, Britain was known as "the empire on which the sun never sets." Britain controlled 25% of the land available on Earth, meaning that it was always daytime in one of its colonies. Consider the picture below and discuss the following questions in groups.

a. How do you think the British Empire became the largest in the world?
b. What was the reason and the excuse for this expansion?
c. What kind of effects did this process have on the former colonies in your opinion?



Figure 1 Cover: Seamen's Hospital booklet. Wellcome Collection. Attribution 4.0 International (CC BY 4.0). Source: Wellcome Collection.

READING

Below you can see a brief definition of postcolonialism.

- What is the connection between imperialism and postcolonialism?
- What concrete political strategies might a country adopt to support the goals of postcolonialism?

Postcolonialism refers to a set of ideas that emerged in the mid-20th century in response to the legacies of colonialism and imperialism. These ideas are used to understand the effects of colonial practices. They have been applied in a variety of fields, including literary studies, cultural studies, as well as political science.

The main directions of postcolonialism are:

1. The critique of colonization and colonial practices refers to the examination of the power dynamics of colonial conquest, which include domination and exploitation relationships between settlers and the colonized.
2. Decolonization refers to doing away with frameworks of understanding the world that belong to the colonizers and reclaiming indigenous perspectives as a means resisting the perpetuation of imperialist power relations.
3. Hybridity is a concept that emphasizes identities that resulted from colonization, which are complex forms born out of cultural exchange.
4. Subalternity is a term coined by the philosopher Antonio Gramsci to refer to individuals who are excluded from the hierarchy of power. Postcolonialism aims to give voice to the subaltern.

PAIR WORK

I. Match the words according to how they appear in the text.

A. legacies of	1. power
B. colonial	2. exchange
C. power	3. perspectives
D. indigenous	4. dynamics
E. cultural	5. practices
F. hierarchy of	6. colonialism and imperialism

II. Find the noun/verb/adjective if applicable.

NOUN 1	NOUN 2	VERB	ADJECTIVE
colonization			
dynamics			
		critique	
practice			empowered

READING

- **What is the relationship between imperialism and colonialism according to the text?**
- **What does the text argue about the Soviet Union?**

"A second definition I consider necessary to mention is a classical definition by Edward W. Said which goes further, discussing (as most theories consider necessary) the concept of colonialism together with that of imperialism – "'imperialism' means the practice, the theory and the attitudes of a dominating metropolitan center ruling a distant territory"; 'colonialism' which is almost always the consequence of

imperialism, is the implementing of settlements on distant territory" (1994:9). Said mentions in relation to the concept of imperialism a previous description by Michael Doyle (1986), which can be easily connected to Horvath's theory, which will be detailed below. Thus, as Doyle argues, "Empire is a relationship, formal or informal, in which one state controls the effective political sovereignty of another political society. It can be achieved by force, by political collaboration, by economic, social or cultural dependence. Imperialism is simply the process or policy of establishing and maintaining an empire" (1986: 45). The connection we suggested with Horvath's theory is that the latter used the same vocabulary and perspective writing previously on formal and informal imperialism (the latter is relevant for the approach suggested on Soviet domination).' (Fatu-Tutoveanu, 2011: 80)

B

" The mention of "absence of significant numbers of permanent settlers" is significant for the Soviet case, which Horvath explicitly places within colonialism, speaking of the colonial/ imperial features (initially not distinguished as separate) of China and the Soviet Union: "China and the Soviet Union condemn America for being an imperialistic power, and yet from one point of view both countries have been and are themselves colonial and imperial powers" (1972:45). Horvath's theory is that the exclusive use of the conceptual complex around colonialism within Western discourse regarding their domination upon what was called the Third World (1972:48), is restricted without support, while the phenomena are much more comprehensive and allow a complex classification. Thus, Horvath makes the distinction between "(1) formal colonialism, (2) informal colonialism, (3) formal (direct) imperialism (administrative imperialism), and (4) informal imperialism (Horvath 1972:49), the Soviet case, the author argues, being included in the last category.' (Fatu-Tutoveanu, 2011: 81)



Match the words according to how they appear in the two texts.

1. dominating	a. dependence
2. distant	b. territory
3. political	c. sovereignty
4. social or cultural	d. metropolitan center
5. permanent	e. power
6. imperialistic	f. discourse
7. Western	g. the Third World
8. domination upon	h. imperialism
9. implementing	i. settlements
10. informal	j. settlers

MULTIMEDIA

- Watch the movie "Victoria & Abdul" (2017).
- Comment on the relationship between the two characters with reference to postcolonialism.



WORD STUDY – COLONIALISM

Definition = the policy or practice of acquiring full or partial political control over another country

Prefix – POSTCOLONIALISM, PRECOLONIAL, ANTI-COLONIAL, DECOLONIZE - NEO-COLONIALISM

Suffix – COLONIAL, COLONIZER, COLONIZED

Part of speech – NOUN

SENTENCES

- The precolonial era refers to the period before a country was colonized.
- Anti-colonial movements arose in the former colonies to oppose the domination of the settlers.
- Neo-colonialism refers to the invisible influence that imperialist countries have over their former colonies.

CASE STUDY

THE BRITISH RAJ

The time period when the British Empire controlled India is known as the British Raj. Raj is a Hindi word that roughly translates to “empire” or “state.” The relationship between India and the British Empire began in the 17th century when the East India Company got involved in trade on the Indian subcontinent. This trade relationship morphed into what is known as direct rule: the active involvement of the British Empire in Indian politics. In effect, British officials organized Indian affairs with the help of local collaborators. In the process, the political and economic system was organized in such a way as to serve British interests, to the detriment of the local population.

In spite of the power the British had in India, political movements were formed to fight against this foreign rule. Movement leaders such as Mahatma Gandhi or Jawaharlal Nehru are famous for the inroads they made. India eventually gained independence in 1947, becoming the largest democracy in the world as a consequence.

I. Match the words according to how they appear in the text.

1. British	a. rule
2. Indian	b. independence
3. direct	c. subcontinent
4. foreign	d. rule
5. gained	e. Empire

II. True or false?

1. The British Raj is the Indian phrase for the British Empire.
2. India wanted to become part of the British Empire to benefit from certain trade agreements.
3. India gained independence in 1947.
4. Mahatma Gandhi was the first Indian president.
5. India is considered the largest democracy in the world.

Follow up (project)

Write an opinion essay answering the question below. (300 words)

- *Do you think that a history of colonialism still has an influence on a country after its independence?*



UNIT 9



Post-Communism and Post-Colonialism

Andrada Fătu-Tutoveanu

Description: Recent world history is deeply affected by these two phenomena which, despite major differences also share some features. It is important to emphasise that post- in post-communism and post-colonialism refers largely to the consequences and long-term impact of such phenomena and not only to a timeline.

Activities: warm up, vocabulary practice, reading comprehension, communication practice, multimedia, debate.

Keywords

POST-COMMUNISM: post-communism, transition, democratisation, market economy, Eastern bloc, dissolution, nostalgia/ostalgia



POST-COLONIALISM: decolonization, imperialism, liberalization, post-colonialism, cultural hegemony, neo-colonialism, hybridity

WARM UP

"Connections and Comparisons"

Work in pairs or small groups. Create two columns on paper or whiteboard, one for post-colonialism and one for post-communism. Brainstorm and write down key concepts, events, or figures associated with each topic in their respective columns. Think broadly and consider political, economic, social, and cultural dimensions. After a few minutes, share the lists with the rest of the class. Each group can take turns presenting their ideas while others listen and take notes.

Once all the groups have shared their lists, start a class discussion to draw connections and comparisons between post-colonialism and post-communism. Identify common themes, challenges, or experiences that emerge from both contexts, summarizing the main points discussed and highlighting the interconnectedness of these topics in shaping the modern world.



Match the concepts with the definitions:

a. Hybridity	1. The process of gaining political independence and sovereignty by colonized countries.
b. Cultural hegemony	2. The policy of extending a country's power and influence over other regions, often involving the establishment of colonies.
c. Decolonization	3. The continuation of colonial-like relationships and exploitation by former colonial powers or other dominant global powers.
d. Imperialism	4. The dominance and imposition of one culture over others, often associated with colonial or post-colonial power dynamics.
e. Neocolonialism	5. The mixing and blending of different cultures, identities, and influences resulting from colonial encounters.
f. Resistance	6. Acts of opposition, rebellion, or defiance against colonial powers and structures of oppression.

READING

A. **Post-communism** refers to the period that followed the decline and collapse of communist regimes in various countries, particularly in Eastern Europe and the former Soviet Union. It marked a significant shift in political, economic, and social structures as these countries transitioned from centrally planned economies to more market-oriented systems. Post-communist societies faced numerous challenges such as privatization, democratization, and the establishment of new political institutions. The effects of post-communism varied across countries, with some experiencing rapid economic growth and political stability, while others faced difficulties in adapting to the new realities of the globalized world.

B. **Post-colonialism** is a theoretical framework that emerged in the wake of decolonization. It examines the social, cultural, economic, and political consequences of colonialism on formerly colonized societies. Post-colonial scholars analyse the lingering effects of colonial rule, such as cultural imperialism, economic exploitation, and the imposition of Western values and institutions. They explore issues of identity, power, and representation, highlighting the struggles faced by colonized peoples to reclaim their agency, assert their cultural heritage, and challenge dominant narratives. Post-colonialism aims to deconstruct colonial ideologies and foster a more equitable and inclusive world order.

C. **Intersections and challenges.** Post-communism and post-colonialism intersect in various ways, especially in countries that experienced both forms of oppression. Some former colonies were also part of the communist bloc, which added complexity to their post-colonial trajectories. These intersections raise unique challenges, as societies grapple with the legacies of both colonialism and communism simultaneously. They must address issues of economic inequality, political instability, cultural hybridity, economic inequality, political instability, cultural hybridity, and the redefinition of national identities. Navigating the complexities of post-communism and post-colonialism requires a nuanced understanding of historical contexts, power dynamics, and the aspirations of the affected communities.

D. **INCLUSIVENESS**. The study of post-communism and post-colonialism offers valuable insights into the processes of transformation, resistance, and emancipation. It prompts critical reflections on the legacies of oppressive systems and the struggles for social justice. By acknowledging the complexities and intersections of these experiences, societies can work towards a more inclusive future. This involves empowering marginalized voices, addressing systemic inequalities, fostering cultural pluralism, and promoting dialogue and understanding across different historical and social contexts. Post-communism and post-colonialism provide lenses through which we can develop a deeper understanding of the challenges and possibilities of our shared global history.



READING COMPREHENSION

TRUE OR FALSE?

- Post-colonialism and post-communism are two different concepts which never intersect.
- Post-communism refers only to the former Soviet Union.
- Post-colonialism is a theoretical framework that examines the social, cultural, economic, and political consequences of colonialism.
- The effects of post-communism are the same across countries.
- The study of post-communism and post-colonialism offers valuable insights into the processes of transformation, resistance, and emancipation.



Make collocations by matching the words according to the text.

a. Colonial	1. world
b. Eastern	2. pluralism
c. political	3. rule
d. globalised	4. history
e. cultural	5. Europe
f. dominant	6. institutions
g. global	7. colonies
h. former	8. narratives



Match the concepts in the box with the definitions:

Market economy; Transition; Reforms;
Eastern Bloc;
Privatization; Democratization; Liberalization;
Nostalgia

a. The group of communist states in Eastern Europe under the influence of the Soviet Union during the Cold War.
b. The transfer of state-owned enterprises and assets to private ownership and control.
c. The relaxation of government regulations and controls on economic and political activities.
d. Refers to the process of moving from a communist or socialist system to a capitalist or democratic system.
e. The establishment or strengthening of democratic institutions, processes, and principles.
f. An economic system based on private ownership, free competition, and market forces.
g. Policy changes aimed at transforming and modernizing political, economic, and social systems.
h. Sentimental longing or affection for the past, often associated with a romanticized view of the communist era.
i. Post-socialist: Refers to the period and conditions after the fall of communism and the transition to a new social and economic order.

READING

"The question whether there is a possible common ground for two seemingly parallel academic approaches such as Post-Colonialism and Post-Communism remains debatable, as arguments are both in favour and against such an connection of theoretical frameworks. However, more than one theorist has found as challenging the application of the colonialist theoretical and conceptual pattern to communist and post-communist realities and their analyses have proven the permeability of the object to such a perspective. The main problem, the absence of dialogue or silence (in Moore's terms) of the two areas of studies, can be surpassed, as at least a few features of sovietisation can be associated to colonialism.

More than that, I consider that several features of the colonial phenomenon can be applied to the communist case (the military occupation, the control at all political, social, economic and cultural levels, the paternalist ideological discourse – which in colonialism was justifying 'colonization' also through "a smokescreen of civilizing 'task' and paternalistic 'development' and 'aid'." (Ashcroft et al. 2006: 47). The gap between the official discourse and the practiced politics (exemplified before in the classical colonialism case) is even more radical in the Soviet case, when comparing its anti-colonialism ideology with its expansionism and aggressive sovietisation." (Fătu-Tutoveanu, 2012: 91)

READING COMPREHENSION

Match the words according to the text

a. ideological	1. realities
b. military	2. discourse
c. anti-colonialism	3. phenomenon
d. post-communist	4. ideology
e. official	5. discourse
f. colonial	6. occupation

Answer the questions

1. Which features of the colonial phenomenon can be applied to the communist case?

2. What is the main problem and can it be surpassed?

3. What case is mentioned as notable for the gap between the official discourse and the practiced politics?

GROUP WORK AND DEBATE

In four groups, each group will try to answer one of the following questions, based on this unit, class discussion and Google search. Then discuss the answers with the classroom.

1. How do you think decolonization and democratization overlap in post-colonial and post-communist contexts?
2. What do you think are some common challenges faced by countries transitioning from colonialism to post-colonialism and from communism to post-communism?
3. How do you think nationalism and identity struggles influence the trajectories of post-colonial and post-communist societies?
4. Are there any notable examples where post-colonialism and post-communism intersect or overlap in the same country?

VOCABULARY

Find the appropriate noun/verb/adverb/adjective, if applicable.

NOUN	VERB	ADVERB	ADJECTIVE
Colonisation			
	Control		

Resistance			
			Debatable
Inclusiveness			
		Oppressively	
	Decolonise		
			Aggressive

WORD FORMATION

PREFIXES AND SUFFIXES

Try to identify words with the following prefixes and suffixes and then associate them with the definitions below:

A.



Pre-	colonial	-ization
Anti-	national	-ist
Post-	colonise	
Trans-	colonialism	
De-	communism	
Neo-		

DEFINITIONS

- Referring to the time period before colonial rule.
- Opposed to or against colonialism.
- Involving or crossing national boundaries, usually in the context of global interactions after communism or colonialism.
- A revival or new iteration of communist ideologies and practices.
- The study or field of inquiry focused on the consequences of colonialism.
- The act or process of establishing control over a territory by a foreign power.
- To undo or challenge the effects of colonialism on a society.
- Referring to the period or characteristics after the decline of communist regimes.
- A person or entity that supports or practices colonialism
- One who engages with or advocates for the study and understanding of post-colonialism.

B.



Post-	Resistance	
Re-	Identity	
Anti-	Liberation	
	Nationalism	
	Oppression	

DEFINITIONS

- Referring to the period or actions taken after a period of resistance.
- Opposition or resistance against nationalist ideologies often associated with colonial or communist eras.
- Referring to the period after the end of oppressive systems like colonialism or communism.
- The act of redefining or discovering one's identity after a period of colonial or communist influence.
- Referring to the period or conditions experienced after gaining liberation from colonial or communist rule.

VOCABULARY PRACTICE

- Fill in the blanks with the appropriate words related to post-communism and post-colonialism: cultural hegemony, imperialism, decolonization, post-communism, liberalization,
- The process of gaining political independence by colonized countries is known as __________.
- __________ refers to the policy of extending a country's power and influence over other regions.
- The relaxation of government regulations and controls on economic and political activities is called __________.
- The period and conditions after the fall of communism and the transition to a new social and economic order is referred to as __________.
- The dominance and imposition of one culture over others is known as __________.

Arrange the words in the correct box:

Democratization| Cultural Hybridity | Economic reforms | Decolonization | Privatization | Post-Soviet Bloc | Fall of the Berlin Wall Neo-colonialism | Nationalism | Identity struggles | Global South | Eastern Europe | Resistance movements | Transition to market economies



Post-Colonialism	Post-Communism

VOCABULARY EXERCISE

MATCH THE TERMS

Match the terms related to post-communism and post-colonialism with their definitions.

TERMS

1. Neocolonialism
2. Privatization
3. Decolonization
4. Cultural Hybridity
5. Nationalism
6. Democratization

DEFINITIONS

a. The transfer of state-owned enterprises and assets to private ownership.

b. The process of gaining independence from colonial rule.

c. The blending and mixing of different cultures and identities.

d. The spread or extension of economic and political control by former colonial powers or other dominant nations.

e. The process of establishing democratic systems and principles in a society.

f. The advocacy and promotion of the interests and identity of a nation or national group.

DID YOU KNOW?

Vietnam was a former French colony and endured a long period of colonization until its independence in 1954. Subsequently, it experienced a communist revolution led by Ho Chi Minh and became a part of the communist bloc. After the Vietnam War and the reunification of the country in 1975, Vietnam embarked on a path of economic reforms and transitioned to a market-oriented socialist system, undergoing a process of post-communism.

Cuba was a Spanish colony until the end of the Spanish-American War in 1898 when it came under U.S. influence. However, it was not until the Cuban Revolution in 1959 that Cuba became a socialist state under Fidel Castro's leadership. Cuba's post-colonial experience was later intertwined with post-communism as the country grappled with the collapse of the Soviet Union, its major trading partner and supporter, in the early 1990s. This led to a period known as the "Special Period" characterized by economic challenges and the need to adapt to new realities.



Mozambique was a colony of Portugal until it gained independence in 1975. Following independence, Mozambique underwent a socialist transformation under the leadership of the Mozambique Liberation Front (FRELIMO). However, the country faced a brutal civil war that lasted for nearly two decades, ending in 1992. After the war, Mozambique transitioned to a market economy, introducing economic reforms and embracing a multi-party political system, marking its post-communist phase.

MULTIMEDIA

Watch the films *Midnight's Children* (2012), based on a famous novel by Salman Rushdie about post-colonial India and *Good Bye, Lenin!* (2003), on post-communist Germany. Discuss them in class.



FOLLOW UP PROJECT

WORK IN GROUPS: Comparative Case Studies

Each group will prepare a presentation on a comparison between a pair of countries, one with a post-communist background and the other with a post-colonial background. For example, one group will cover Vietnam (post-communist) and Mozambique (post-colonial). Each group will conduct research on their assigned countries, focusing on their historical, political, economic, and social developments in the post-communist and post-colonial period. Analyse and compare the experiences of the two countries, identifying similarities, differences, challenges, and successes in their respective transitions.

Explore various aspects such as political systems, economic reforms, social changes, cultural transformations, and international relations. You can use visual aids, charts, and examples to support their arguments.

Class discussion will follow, drawing connections across the different case studies and reflecting on the broader themes and lessons learned.

UNIT 10



POLITICAL LEGITIMACY

Olga Grădinaru

DESCRIPTION: legitimacy, political legitimacy, tools and factors for obtaining political legitimacy, political legitimacy stages

ACTIVITIES: warm up; listening comprehension; reading comprehension; pair work; vocabulary practice; communication practice; semantic clusters; project – persuasive essay

WARM UP



1. What is the meaning of a "legitimate child"? What about an "illegitimate child"? And a "legitimate citizen"? What about a "legitimate ruler"?
2. How could you explain the term "legitimacy"?
3. How do we determine a "legitimate government"?

Watch the video

- *https://www.youtube.com/watch?v=dnjk1clPmpw*

COMMUNICATION PRACTICE

Answer the questions:

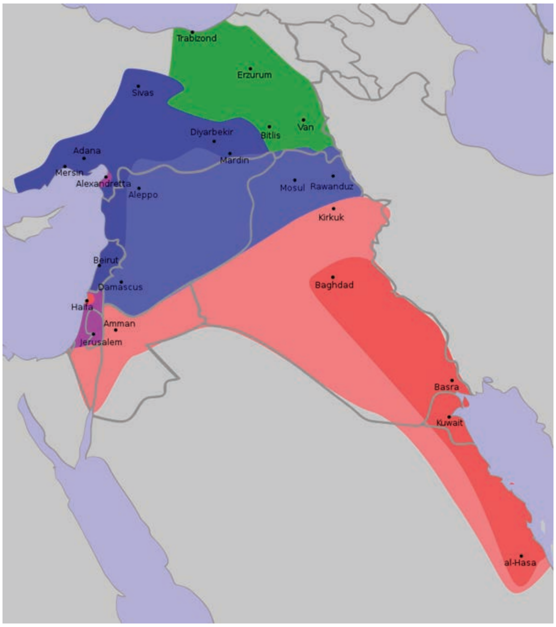
1. **Why did the Islamic State shock the Middle East?**
2. **What are the factors that make governments legitimate and how do they apply to the Middle East?**
    - Nation-state
    - Religion (Islam)
    - Constitution
    - Social contract
    - Good governance
    - Monarchy/ authoritarian ruler
3. **Is there a magic formula to grant legitimacy to Middle East governments?**

Keywords

Legitimacy
Tradition
Authority
Good governance
Political power

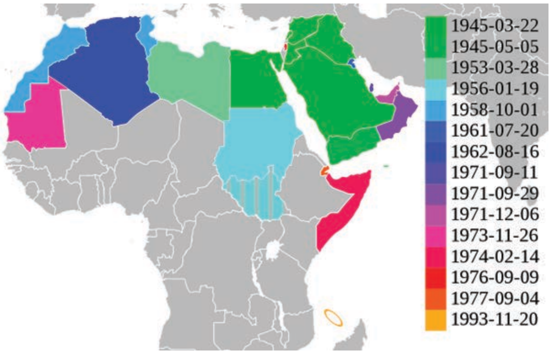
In groups, search and explain the relevant events to the Middle East:

- Sykes–Picot Agreement
- Arab Spring
- Arab Winter
- League of Arab States



Zones of French and British influence and control proposed in the Sykes–Picot Agreement in 1916


Arab Spring



A graphic timeline of member states of the Arab League


Arab Winter. Raqqa damaged from the Syrian Civil War

READING

Read the texts. Which texts (A, B or C) does each sentence (1-4) refer to?

1. Literature was functioning as a discourse manifestation of the communist ideology with the mere purpose to legitimise power.
2. The essence of totalitarianism is thus to outlaw pluralism.
3. Legitimising discourses are in general associated to political power.
4. In the relation between literature and ideology in the 1950s, aesthetics became a minor factor.
5. Writers were enrolled on the "fighting front" of creation and as "workers with the mind".
6. For a totalitarian regime, the legitimising mechanisms are even more necessary and therefore more sophisticated and manipulating.

A. While the image of totalitarianism is usually associated with force and repression, a very interesting and paradoxical mechanism related to this type of political regime refers to its attempts to suggest that it is based on legitimacy and mass support. This legitimising "obsession" is one of the most relevant phenomena when speaking about culture in a totalitarian state, as the former is used as an essential instrument of propaganda. (Fătu-Tutoveanu, 2019: 77)

B. Literature was functioning as a discourse manifestation of the communist ideology with the mere purpose to legitimise power. The official discourse (adopted by all social levels as well as culture and media) was dominant, silencing all alternative forms of expression: all writers and journalists seemed to use the same monochrome voice, suggesting "unity" and "collective efforts". (Fătu-Tutoveanu, 2019: 78)

C. Totalitarianism is the framework of a very specific and dramatic employment of ideologies and culture, which are reduced to a few instrumental characteristics that evolve towards stereotypes. Totalitarianism re-creates a simplistic ideology that is used as a legitimising basis for all political acts and measures (which apply, within totalitarian regimes, to all economic, social and cultural levels), offering all answers and establishing fixed, dogmatic boundaries. (Fătu-Tutoveanu, 2019: 79)

PAIR WORK

Establish 3-5 keywords for every paragraph.



Flacăra (1948) on the appropriation of culture by the political ideologies: “Culture in service of peace and progress”.

VOCABULARY PRACTICE

Match the words according to how they appear in the texts A-C.

a. Official	1. basis
b. Paradoxical	2. support
c. Mass	3. boundaries
d. Legitimising	4. discourse
e. Dogmatic	5. mechanism

Fill in the gaps using the phrases in the table above.

1. The Velvet Revolution quickly gained the ... .
2. Stalin’s ... resided in his close relationship with Lenin and continuation of Leninist theses.
3. Citizen awaited the customary Christmas ... of the Queen.
4. Establishing ... is crucial for any government.
5. This ... characterizes autocratic regimes in dire need of legitimacy.

COLLOCATIONS

LEGITIMACY

degree of, source of, perceived, moral, political, lose, question, undermine, based on

Write sentences with these collocations.

Group the following words into semantic clusters:

totalitarian	power	legitimacy	absolutist	constraint
validity	authoritarian	coercion	tyrannical	pressure
force	despotic	oppression	legality	morality
undemocratic	authenticity	violence	repressive	lawfulness
intimidation	one-party	illiberal	justification	Nazi

CASE STUDY

Read and establish the correct order of the sentences, following the structure.

Political Legitimacy Stages

A. Political legitimacy is solidified through the performance of the government in delivering public services and upholding the rule of law.

- Transparency and accountability are essential in this stage to ensure trust from the public.

B. In conclusion, political legitimacy goes through various stages that are essential for the stability and effectiveness of a government. By understanding and navigating these stages successfully, a government can ensure the support and acceptance of its citizens, leading to a harmonious and prosperous society.

C. Once a government is in place, it seeks recognition from domestic and international entities.

- This involves building relationships with other countries and gaining their support.

D. Political legitimacy is a crucial concept in governance, as it determines the acceptance and support of a government by its citizens. The process of establishing political legitimacy goes through various stages, each playing a significant role in maintaining stability and order in a society.

E. During times of crisis, such as natural disasters or political turmoil, a government's response can impact its legitimacy.
  - Effective communication and decisive action are crucial in maintaining trust and support from the population.

F. The foundation stage involves the establishment of a government through elections or other means.
  - A constitution is often drafted to outline the rights and responsibilities of the government and its citizens.

Introduction

...

Stage 1: Foundation

...

Stage 2: Recognition

...

Stage 3: Performance

...

Stage 4: Crisis Management

...

Conclusion

VOCABULARY

Find the nound/verb/adjective if applicable:

NOUN 1	VERB	ADJECTIVE	ADVERB
		solid	
accountability			
			effectively
	recognize		
concept			



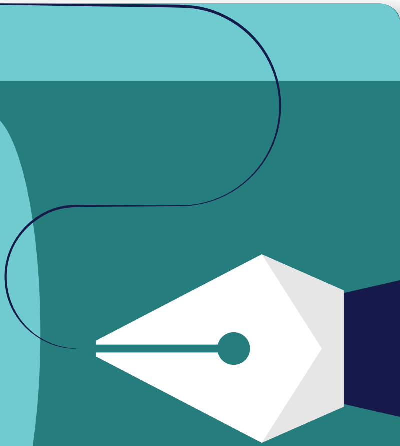
Find synonyms and antonyms for the following words:

Accountability

Effective

Recognize

FOLLOW UP PROJECT



Check the declarative and constitutive theories concerning the process a sovereign state comes into being. Then search for countries and governments that have not been recognized worldwide. Write a persuasive essay (250 words), supporting their cause or the reasons for their unrecognition. Follow the structure:

Introduction:	- hook	- background	- thesis statement
Paragraph 1:	- argument	- evidence	
Paragraph 2:	- argument	- evidence	
Paragraph 3:	- argument	- evidence	
Conclusion:	- summary	- restated thesis	- closing statement

UNIT 11



IDENTITY AND RACE

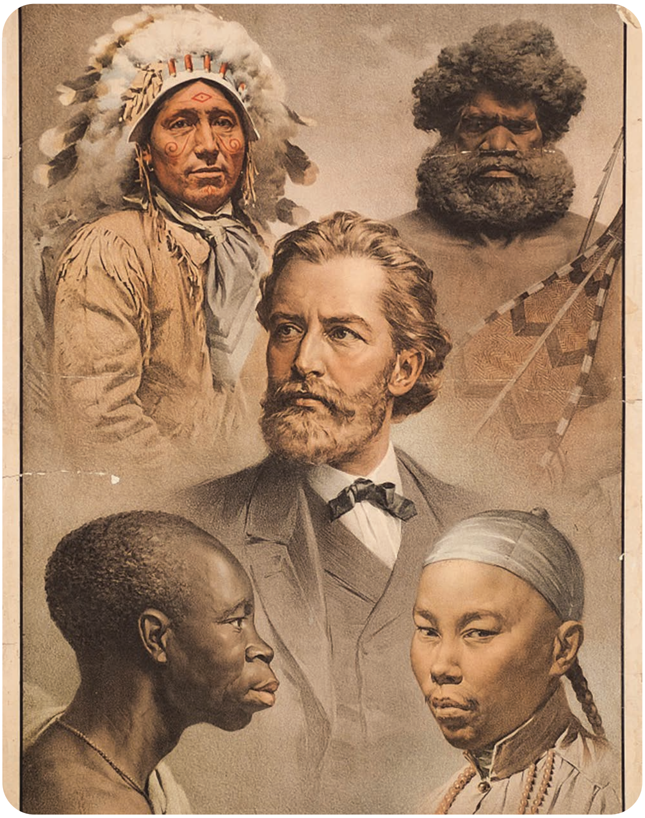
Loredana Bercuci

Description: The history of racist ideas; reactions to discrimination; laws related to racial discrimination; contemporary challenges;

Activities: warm up: listening comprehension and speaking; reading activities and comprehension; vocabulary practice; communication practice; multimedia; case study; follow-up project.

WARM UP

The engraving was made in 1911.



- What do you think it represents?
- Do we have the same view of race today?
- What is the connection between identity and race in your opinion?

LISTENING

Listen to the speech "I Have a Dream" by Martin Luther King Jr. from 1963 and answer the questions:

https://www.history.com/topics/black-history/i-have-a-dream-speech

1. Why does King make reference to the Emancipation Proclamation?
2. What do you think the following statement means: "Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice"?
3. Why does King say he hopes his children "will not be judged by the color of their skin but by the content of their character"?

COMMUNICATION PRACTICE

In groups, discuss the following questions related to the video you have just watched.

a. Martin Luther King's speech was part of the Civil Rights Movement in the United States. What kind of effects do you think the protests of the 1950s and 1960s had?

b. Do you think some of the issues with discrimination King mentions are still present today?

c. What could be the root of racial conflicts?

READING

The following text is an excerpt from The Civil Rights Act of 1964.

- What kind of discriminatory practices does it prohibit?
- Why do you think it prohibits the use of a "literacy test," i.e. a test that checks if someone can read and write before they vote?

TITLE I - VOTING RIGHTS

SEC. 101. Section 2004 of the Revised Statutes (42 U.S.C. 1971), as amended by section 131 of the Civil Rights Act of 1957 (71 Stat. 637), and as further amended by section 601 of the Civil Rights Act of 1960 (74 Stat. 90), is further amended as follows:

(2) No person acting under color of law shall -

(A) in determining whether any individual is qualified under State law or laws to vote in any Federal election, apply any standard, practice, or procedure different from the standards, practices, or procedures applied under such law or laws to other individuals within the same county, parish, or similar political subdivision who have been found by State officials to be qualified to vote;

(B) deny the right of any individual to vote in any Federal election because of an error or omission on any record or paper relating to any application, registration, or other act requisite to voting, if such error or omission is not material in determining whether such individual is qualified under State law to vote in such election; or

(C) employ any literacy test as a qualification for voting in any Federal election unless (i) such test is administered to each individual and is conducted wholly in writing, and (ii) a certified copy of the test and of the answers given by the individual is furnished to him within twenty-five days of the submission of his request made within the period of time during which records and papers are required to be retained and preserved pursuant to title I I I of the Civil-Rights Act of 1960 (42 U.S.C. 1974- 74e; 74 Stat. 88)." (Civil Rights Act of 1964, Public Law 88-352, S.1177, 114th Congress)

PAIR WORK

Match the words to their definition.

a. Federal	1. test
b. literacy	2. copy
c. deny	3. law
d. certified	4. the right
e. State	5. election

Find the noun/verb/adjective if applicable.

NOUN 1	NOUN 2	VERB	ADJECTIVE
			certified
election			
submission			
			standardized
		deny	

READING

- **What does the text argue about the concept of "whiteness"?**
- **What are some characteristics of African-American experience mentioned in the text?**

A. "The frenzy surrounding the 2016 elections in the United States prompted discussions about disadvantaged communities of poor whites whose problems had been ignored by political discourse until that point. Arguably, it was this community to whom Hillary Clinton was referring when calling Trump's supporters "basket of deplorables." Since 2016, whiteness as an identity has been cropping up more and more in this manner, as the focus of both the news media and cultural products, i.e. in American visual culture in general. In the news (as well as in its pop culture counter-part, political late-night comedy), events such as the Charlottesville protests re-centered whiteness as an identity. In the aftermath of George Floyd's murder and the unrest that followed, certain groups, like the Proud Boys and various white militias, and the participants in the 2021 storming of the United States Capitol, appeared in political discourse and consequently in the news as representatives of whiteness. As a result, the meaning of whiteness is currently being more intensely interrogated in various cultural spaces." (Bercuci, 2021: 45)

B. "As early as 1920, W.E.B Du Bois stated, in his essay "The Soul of White Folk," that "[t]he discovery of a personal whiteness among the world's peoples is a very modern thing - a nineteenth and twentieth century matter, indeed" (923). He goes on to argue that "whiteness is ownership of the Earth forever and ever" (924), suggesting that whiteness is most clearly defined by its privileged position in terms of property ownership and not by other markers. Elsewhere, Du Bois speaks of a 'double consciousness,' i.e. the "sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity" ("The Soul of Black Folk"), which endows African Americans with privileged

knowledge about the psychology of whites – a state caused by always being the focus of the white gaze. In this respect, Du Bois seems, in his gesturing towards seeing whiteness as a problem, to be echoing Frederick Douglass, who had before him insisted that focusing on the "Negro problem" was misguided, pleading instead for laying stress on the "white problem" (qtd. in Roediger 75). While the politics of analyzing whiteness raises issues of recentering a hegemonic concept, authors like Du Bois and Douglass point to the necessity of doing in order to expose power structures inherent in the concept." (Bercuci, 2021: 46)

C. "Another famous African-American author concerned with whiteness was James Baldwin, who not only wrote one of the few enduring novels featuring a white protagonist authored by a person of color in the twentieth century, i.e. Giovanni's Room (1956), but also theorized whiteness frequently in his essays. In his essay, "On Being 'White' ... and Other Lies" (1984), Baldwin notes that "America became white - the people who, as they claim, 'settled' the country became white - because of the necessity of denying the Black presence, and justifying the Black subjugation" (178). He is here arguing that whiteness emerged out of a desire to assert power by subjugating black bodies. Toni Morrison later took up this idea to argue that American culture, especially American literature, was built in opposition to blackness because in the "construction of blackness and enslavement could be found not only the not-free but also, with the dramatic polarity created by skin color, the projection of the not-me" (82). On the other hand, bell hooks notes that in another essay ("Stranger in the Village"), Baldwin seems to suggest that "whiteness exists without knowledge of blackness even as it collectively asserts control" (339). In other words, while whiteness may have been born in opposition to non-whiteness, it paradoxically does not require the physical presence of non-whiteness to dominate." (Bercuci 47)

I. Match the words according to how they appear in the text.

1. disadvantaged	a. militias
2. news	b. position
3. cultural	c. communities
4. white	d. gaze
5. privileged	e. structures
6. double	f. media
7. white	g. polarity
8. power	h. color
9. dramatic	i. products
10. person of	j. consciousness

II. Choose three phrases from the table above and write a sentence with each phrase.



Multimedia

- Listen to the song “Strange Fruit” by Billie Holiday. What do you think the phrase “strange fruit” refers to?
- Find other songs that protest against racial discrimination.

WORD STUDY – RACE

Definition = a social construct that assigns cultural meaning to certain biological features like skin color

Prefix – ANTIRACISM, POSTRACIAL, INTERRACIAL, MULTIRACIAL

Suffix - RACISM, RACIAL, RACIALIZED

Part of speech – NOUN

SENTENCES

Some people believe that racism does not exist anymore, that we live in a postracial society.

Interracial marriages became legal in the United States following the Supreme Court decision in the case Loving v. Virginia.

Racism refers to ideas that associate a certain race with certain intellectual, moral and artistic features.

CASE STUDY

BLACK LIVES MATTER

Black Lives Matter (BLM) is a social movement in the United States and worldwide that protests racial discrimination and violence. The movement began in 2013 when George Zimmerman was acquitted following his trial for shooting African-American teenager Treyvon Martin. The movement gained further momentum in 2020 after the murder of George Floyd by police officer Derek Chauvin. BLM thus became one of the largest movements in the history of the country.

The aims of the movement include criminal justice reform and defunding the police. Scholars have shown that, in the United States, African-Americans are subject to mass incarceration for small crimes such as drug possession due to discriminatory sentencing in courts. A further problem addressed by the movement is police brutality – the unfair and violent targeting by the police of people of color.

I. Match the words according to how they appear in the text.

a. racial	1. reform
b. criminal justice	2. brutality
c. defunding	3. sentencing
d. police	4. discrimination
e. discriminatory	5. the police

II. True or false?

1. Black Lives Matter is an illegal movement.
2. Black Lives Matter promotes antiracism.
3. The shooting of Treyvon Martin is related to the foundation of the movement.
4. BLM is the largest social movement worldwide.
5. BLM advocates for criminal justice reform.

FOLLOW UP (PROJECT)

- **Write an opinion essay answering the question below. (300 words)**

What strategies should governments adopt to combat racism?



UNIT 12



FEMINISM AND WOMEN'S RIGHTS

Loredana Bercuci

Description: Second-Wave and Third-Wave Feminism; The Women's Rights Movement; The Suffragettes; Postfeminism;

Activities: warm up: listening comprehension and speaking; reading activities and comprehension; vocabulary practice; communication practice; multimedia; case study; follow-up project.

WARM UP

Listen to the song "You Don't Own Me" by Lesley Gore.

- What message is the song trying to send?

Keywords

feminism
gender equality
postfeminism
suffrage

LISTENING

Watch the TED talk entitled "We Should All Be Feminists" by Chimamanda Ngozi Adichie and answer the questions below.

https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists?language=en

1. Why does the speaker decide to call herself a "Happy African Feminist Who Does Not Hate Men And Who Likes To Wear Lip Gloss And High Heels For Herself And Not For Men"?
2. Why do you think Chimamanda Ngozi Adichie was not chosen to be class monitor?
3. What does she mean by "in a literal way, men rule the world"?
4. What do you think she means when she says "I am angry. We should all be angry"?
5. What does Chimamanda Ngozi Adichie argue about masculinity?
6. Comment on the following quote from the speech:

"Culture does not make people. People make culture. If it is true that the full humanity of women is not our culture, then we can and must make it our culture."

COMMUNICATION PRACTICE

In groups, discuss the following questions related to the video you have just watched.

a. Do you agree with Chimamanda Ngozi Adichie?
b. What are some areas in our society where sexism still exists?
c. What needs to be done to solve some of the problems the speech mentions?

READING

The quotes below express feminist perspectives.

- **What do these perspectives have in common and how do they differ?**
- **The quotes are from different periods in history. How do you think this impacted the perspective of the authors?**

A. "I am not free while any woman is unfree, even when her shackles are very different from my own." (Audre Lorde)
B. "People think that at the end of the day a man is the only answer. Actually, a fulfilling job is better for me." (Princess Diana)
C. "A girl should be two things: who and what she wants." (Coco Chanel)
D. "Women belong in all places where decisions are being made. It shouldn't be that women are the exception." (Ruth Bader Ginsburg)
E. "Men are afraid that women will laugh at them. Women are afraid that men will kill them." (Margaret Atwood)
F. "I am too intelligent, too demanding, and too resourceful for anyone to be able to take charge of me entirely. No one knows me or loves me completely. I have only myself." (Simone de Beauvoir)

PAIR WORK

Find the noun/verb/adjective if applicable.

NOUN 1	NOUN 2	VERB	ADJECTIVE
			free
			fulfilling
decision			
			demanding
			resourceful

Match the words to their definition.

a. feminism
b. suffrage
c. independent
d. glass ceiling
e. constructionism

1. the view that human knowledge and identity, including gender roles, are not natural but constructed through interaction with others
2. a belief in the equality of the genders
3. a social barrier that prevents women from taking on leadership roles
4. the right to vote
5. not under anyone's authority

READING

- **What are the two views on feminism presented in the text?**
- **What is the main criticism brought to postfeminism? Do you agree with this view?**



"[In the 1980s and 1990s, a rift occurred between second and third wave feminists. This is] when the term postfeminism first cropped up. Postfeminism seemed to crystallise around three major issues it had with second wave feminism: victimisation of women, universalising tendencies, and gender role reversal. For instance, in The Morning After: Sex, Fear and Feminism (1993) Katie Roiphe argues that feminism casts women in the role of victims, trapping them in a position of vulnerability: "The image that emerges from feminist preoccupations with rape and sexual harassment is that of women as victim [...] This image of a delicate woman bears a striking resemblance to that fifties ideal my mother and the other women of her generation fought so hard to get away from" (1993:6). Similarly, Naomi Wolf is unhappy with the narrow definition of womanhood in second-wave feminist writing (white and middle-class), especially in the way it was portrayed in the media. She argues that this has caused the term feminist to become overloaded and passé; the definition of feminism has become ideologically overloaded and passé; the definition of feminism has become ideologically overloaded: "Instead of offering a mighty Yes to all

women's individual wishes to forge their own definition, it has been disastrously redefined in the popular imagination as a massive No to everything outside a narrow set of endorsements" (1993:68). Finally, in her 1997 work, Postfeminism: Feminism, Cultural Theory and Cultural Forms, Ann Brooks argues that while second wave feminism assumes that a simple reversal of the hierarchical dualism of man/woman will effect the liberation of the female half of the equation, post-feminism replaces the dualism with diversity, or even a spectrum.

On the other side of the argument, second wave feminists saw this backlash against them as a knee-jerk reaction of the mainstream in defence of the status quo. In 1999, Germaine Greer ironically paraphrased postfeminism in The Whole Woman: "The future is female, we are told. Feminism has served its purpose and should now eff off. Feminism was long hair, dungarees and dangling earrings; post-feminism was business suits, big hair and lipstick; post-feminism was ostentatious sluttishness and disorderly behavior" (2000:12). As Greer defines it, post-feminism is little more than a market-led phenomenon, for "the most powerful entities on earth are not governments, but the multi-national corporations that see women as their territory." [Some scholars have also criticized] "Its assurance to women that they can 'have it all' – a career, motherhood, beauty, and a great sex life – actually only resituates them as consumers of pills, paint, potions, cosmetic surgery, fashion, and convenience foods. Greer also argues that the adoption of a post-feminist stance is a luxury in which the affluent western world can indulge only by ignoring the possibility that the exercising of one person's freedom may be directly linked to another's oppression" (Gamble 2004:42)." (Bercuci, 2016: 253-254)

I. Match the words according to how they appear in the text.

a. gender	a. harassment
b. sexual	b. reaction
c. defense of the	c. overloaded
d. disorderly	d. status quo
e. knee-jerk	e. behavior
f. ideologically	f. all
g. market-led	g. roll
h. have it	h. stance
i. Multi-national	i. phenomenon
j. post-feminist	j. corporations

II. Choose three phrases from the table above and write a sentence with each phrase.

Multimedia

- Watch the movie “Legally Blonde” (2001). How do you interpret its feminist intentions?
- Make a list of other movies that approach feminist topics.

WORD STUDY – FEMINISM

Definition = a belief in the equality of the genders

Prefix – POSTFEMINISM, ECOFEMINISM, TRANSFEMINISM, ANTIFEMINISM

Suffix – FEMINIST, FEMINISM

Part of speech – NOUN

Sentences:

Ecofeminism blends respect for nature with the promotion of gender equality.

Antifeminism is a countermovement that opposes feminism, interpreting it as hostility towards men.



CASE STUDY

THE SUFFRAGETTES

When John Stuart Mill was elected to Parliament in 1865, he did so by promoting votes for women. One year later, he presented a petition to Parliament to give votes to women. The petition had been signed by over one thousand women, including Florence Nightingale and Harriet Martineau. The Women's Social and Political Union (WSPU) was formed as a result of this and other similar events. This group was known informally as the "suffragettes" because they advocated for women's suffrage, that is, the right to vote for women.

The suffragettes became more militant after the turn of the century. In 1912, they began a window-smashing campaign, even though not all WSPU members approved of this strategy. A particularly daring suffragette was Emily Davidson, who did not shy away from more radical protest actions like hunger strikes, and even bombings. Many suffragettes were imprisoned and expressed a desire to be considered political prisoners. Some of them went on hunger strikes in prison, leading to controversies surrounding force-feeding. The Representation of the People Act 1918 was eventually passed as a result of these actions, giving some women the right to vote.

I. Match the words according to how they appear in the text.

a. women's	a. campaign
b. the turn	b. of the century
c. window-smashing	c. strike
d. hunger	d. prisoners
e. political	e. suffrage

II. True or false?

1. John Stuart Mill was against women's suffrage.
2. The term "suffragette" refers to women who suffered while demanding voting rights.
3. Some suffragettes used violent tactics to achieve their goals.
4. Some suffragettes were force-fed in prison.
5. The Representation of the People Act 1918 gave all women the right to vote.

CASE STUDY

Write an opinion essay answering the question below. (300 words)

- *What strategies should governments adopt to include more women in politics?*



REFERENCES

UNIT 1

Nye, Joseph S. Soft Power: The Means to Success in World Politics. Public affairs, 2004.

UNIT 2

Pintilescu, Corneliu, and Andrada Fatu-Tutoveanu. "Jehova's Witnesses in Post-Communist Romania: The Relationship Between the Religious Minority and the State (1989-2010)." Journal for the Study of Religions and Ideologies, vol. 10, no. 30, 2011, pp. 102-126.

UNIT 3

Grădinaru, Olga. "The Cossacks' Bordering Process in the Civil War. Filmic Representations." Territorial Identity and Development, Vol. 5, no. 2, 2020, pp. 41-63. DOI: http://doi.org/10.23740/TID220203

Fătu-Tutoveanu, Andrada. „Borders or Bridges? The Current Challenges of Revisiting The Concepts Of National Identity And Transnational Culture." Studia Universitatis Babes-Bolyai-Philologia, vol. 64, no. 2, 2019, pp. 109-120.

Ardelean, Florin. "Political Boundaries and Territorial Identity in Early Modern Central Europe: The Western Frontier of Transylvania During the Sixteenth Century." Territorial Identity and Development, vol. 6, 2021, pp. 21-38. 10.23740/TID120212.

UNIT 4

Șerban, Monica and Alin Croitoru. "Do Return Migration Policies Matter? A typology of young Romanian returnees' attitudes towards return policies." Social Change Review, vol. 16, no. 1-2, 2018, pp. 9-34. DOI: 10.2478/scr-2018-0001

UNIT 5

Grancea, Mihaela and Olga Grădinaru, "Scandals on Statues. Dangerous Nostalgia,Unfinished Polemics during Post-Communism." Brukenhalia, Romanian Cultural History Review Supplement of Brukenthal. Acta Musei, no.5, 2015, pp. 974-984.

UNIT 6

Murariu, Mihai. Totality, Charisma, Authority. The Origins and Transformation of Totalist Movements, Springer, 2017.

UNIT 8

Bloomfield, Sarah J. Echoes of Memory: Stories from the Memory Project, United States Holocaust Museum, 2003.

UNIT 9

Fătu-Tutoveanu, A. "Soviet cultural colonialism: Culture and political domination in the late 1940s-early 1950s Romania." Trames. Journal of the Humanities and Social Sciences, vol. 16, no. 1, 2012, pp. 77-93, https://doi.org/10.3176/tr.2012.1.04.

UNIT 10

Fatu-Tutoveanu, Andrada. "Legitimising Power Discourse: Political Ideology within the Romanian Cultural Press in the Late 1940s and 1950s." Bulletin of the Transilvania University of Braşov, vol. 4 (53), no. 2, pp. 65-76.

UNIT 11

Civil Rights Act of 1964, Public Law 88-352, S.1177, 114th Congress

Bercuci, Loredana. "The Monsters among Us, or Decentering Whiteness in Contemporary American Visual Culture: Jordan Peele's Get Out." Multicultural Discourses in Turbulent Times, edited by Alexandra Cotoc, Octavian More, Mihaela Mudure, Presa Universitară Clujeană, 2021, pp. 45-58.

UNIT 12

Bercuci, Loredana. "Pop Feminism: Televised Superheroines from the 1990s to the 2010s." Gender Studies, vol. 15, no.1, 2016, pp. 252-269, https://doi.org/10.1515/genst-2017-0017

LIST OF ILLUSTRATIONS

International Relations

social sciences

political science

conflict studies

history

UNIVERSITAS CLAUDIOPOLITANA
ROMANIA
PRESA UNIVERSITARĂ

ISBN 978-606-37-2123-6